High Intermediate Course

NEW EDITION

TOEFL® iBT WRITING

LinguaForum

New Edition TOEFL *i*BT i-Writing

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NEW EDITION

TOEFL® *i*BT WRITING

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Foreword /머리말/

'쓰기' 는 원어민도 어려워하는 영역입니다. 외국어로, 게다가 한글과는 완전히 다른 문장 구조로 생각을 표현하는 것은 비원어민에게 힘든 일임에 틀림없습니다. 대부분의 학습자들은 어느 정도 글을 쓰고 의견을 표현할 수 있게 되면 글 쓰는 것을 관두려 하지만, 글쓰기 능력은 지속적으로 가꾸어 나가지 않는다면 절대 완성될 수 없습니다.

TOEFL Writing 영역은 한 편의 글을 쓰는 데 있어 시간과 활용 자료 및 의견 등에 제한을 두고 있습니다. 따라서 학생들이 제한된 환경에서 특수한 목적을 위해 글을 쓴다는 점에서 여타 글쓰기와는 다릅니다. TOEFL Writing은 학생의 일반적인 글쓰기 능력을 측정하는 것이 아니라 시험이 요구하는 적절한 응답을 쓸 수 있는 능력을 측정합니다. 따라서 평소에 글을 잘 썼던 학생이라 하더라도 시험이 요구하는 틀에 맞추어 글을 쓰지 못하면 높은 점수를 받지 못할 수도 있습니다.

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본 책의 각 챕터는 단계를 밟아나가며 학습할 수 있도록 방향을 제시하였습니다. 시간 내에 에세이를 다 쓰지 못해 곤란해 하는 대다수의 중급자 학습자를 위해 TOEFL 글쓰기 속도를 올리는데 가장 필요한 note-taking 및 개요 작성법 등을 제공하였습니다. 또 생각이나 의견을 표현하는 데 어려움을 겪는 학습자들이 따라 쓸 수 있는 표현이나 문법 사항, 문장 구조를 상세히 제시함으로써 작문을 쉽게 할 수 있도록 했습니다.

쓰기는 하루 아침에 완벽히 익힐 수 있는 영역이 아닙니다. 하지만 TOEFL에 필요한 쓰기 능력은 노력을 쏟아 붓고 연습에 매진할 의지만 있다면 누구나 향상할 수 있다고 생각합니다. 본 책을 통해 쓰기에 대한 흥미를 일깨우고 TOEFL Writing에서 좋은 성적을 거둘 수 있게 되길 기대합니다.

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TOEFL *i*BT Writing 연구팀

/이 책의 구성과 특징/ **Structure**

■ Overview

TOEFL 독립형 문제 및 통합형 문제의 유형, 채점 기준, 대비 전략 등을 한데 모아 설명하여 학습자들이 시험에 전략적으로 대비할 수 있도록 하였다.

■ Practice

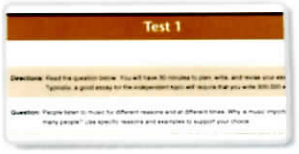
TOEFL Writing에 실제로 필요한 skill이 무엇인지 분석한 후 단계별로 연습할 수 있도록 구성 하였다.

■ Useful Expressions

각 Chapter에서 학습한 내용과 부합하는 다양한 표현을 제시함으로써 학습자들이 이를 실제 시험에서 유용하게 쓸 수 있도록 했다. 표현을 완벽히 익힐 수 있도록 연습문제도 제공하였다.

■ Progressive Test

실전과 유사한 문제를 다수 제공함으로써 중급 수준의 학습자들이 실전에 대비한 연습을 충분히 할 수 있도록 하였다.



■ Actual Test

실전에 앞서 마지막 실력을 점검할 수 있도록 실전 테스트 2회분을 제공하였다. 실제 시험과 동일한 Internet based test의 환경을 제공하기 위해서 링구아포럼 출판사의 홈페이지에서 인터넷을 활용해 시험을 볼 수 있다.

■ Scripts and Answer Key

교재에 나오는 문제와 연습에 대한 해답, 교재에 수록된 지문의 해석 및 단어의 의미 뿐 아니라 예시 답안과 그 해석을 제공하였다.

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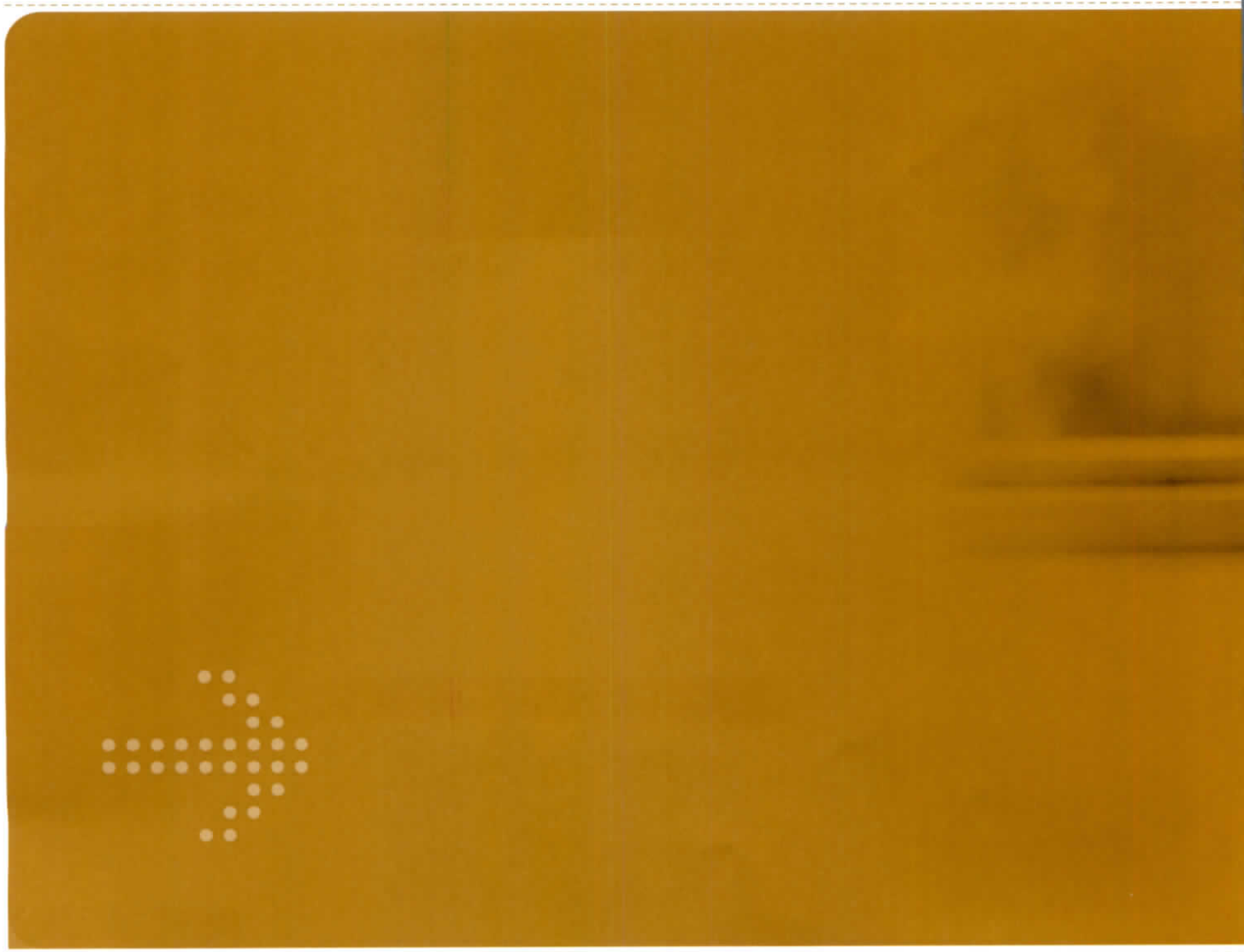
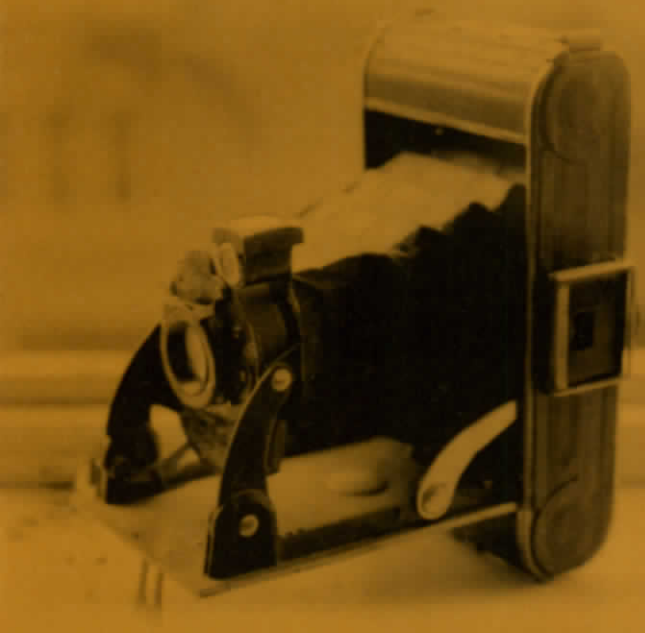
Scripts & Answer Key

http://test.linguaforum.com 자료실에서 MP3 파일과 다양한 학습 자료를 이용할 수 있습니다.

PART A



Independent Writing



Chapter 1. Getting Started
Chapter 2. Introductions
Chapter 3. Body Paragraphs
Chapter 4. Conclusions
Chapter 5. Coherence and Sentence Variety
Chapter 6. Proofreading

Progressive Test 1~6

Overview

Independent Writing Directions

The Independent Writing Task or Writing Based on Knowledge and Experience is a 30-minute student-generated essay, written in response to a given prompt.

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 plan, write, and revise 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 your essay, and the quality and accuracy of the language you use to express your ideas.

If you finish your essay before time is up, you may click on Next to end this section.

Directions: Read the question below. You will have 30 minutes to plan, write, and revise your essay. Typically, a good essay for the independent topic will require that you write 300-350 words.

Question: Do you agree or disagree with the following statement? **Movies and television have more of a negative than positive effect on young people.** Use specific reasons and examples to support your answer.

Using Your Time Wisely

You have 30 minutes for your essay, but in reality you will need to allot time for both planning and revising. While 5 minutes of planning may seem like a waste of time that would be better spent on the actual essay, remember that the better prepared you are, the easier it will be to write the essay. Once you have prepared, it should be fairly easy for you to make the general outline for the essay.

The Essay Format

Introduction

- Begins with the overall view
- Narrows into the thesis

3 Body Paragraphs

- Begins with a topic sentence
- Follows with supporting information and examples

Conclusion

- Begins with a summary
- Follows with broad idea

Score Rubric

Possible scores range from 0 (the lowest) to 5 (the highest). Your score will be based on the following rubric:

Score	Description
5	• Addresses the prompt • Is well organized and developed • Demonstrates coherence, sentence variety, and appropriate word choice
4	• Addresses the prompt • Is well organized and developed, though may have unclear connections or digressions • Demonstrates coherence, sentence variety, and appropriate word choice; errors do not significantly impact comprehension
3	• Addresses the prompt • Is organized and developed, though connections may be unclear at times • Demonstrates coherence, sentence variety, and appropriate word choice, though may occasionally lack clarity which influences comprehension
2	• Does not fully address the prompt • Is poorly organized and not fully developed • A number of errors in coherence and sentence variety, and inappropriate word choice influencing comprehension
1	• Does not fully address the prompt • Is not organized with few details and numerous digressions • Serious and frequent errors in coherence and sentence variety, and inappropriate word choice significantly affecting understanding
0	• Copies the prompt, is off-topic, written in a foreign language, or consists of random keystrokes

Converting Your Score

The scores from the Independent and Integrated Writing Prompts are combined to give you the scaled score. For example, a student who received a 5 and a 4 would have an average score of 4.5. Upon checking the scale, the student would receive a scaled score of 28 out of 30.

Writing Rubric Mean	TOEFL Scaled Score
5.00	30
4.75	29
4.50	28
4.25	27
4.00	25
3.75	24
3.50	22
3.25	21
3.00	20
2.75	18
2.50	17
2.25	15
2.00	14
1.75	12
1.50	11
1.25	10
1.00	8
0.75	7
0.50	5
0.25	4
0.00	0

CHAPTER 01

Getting Started

A Planning the essay

The first thing you need to do is to read the prompt. While this may sound silly, it is vital that you clearly understand the topic. Imagine how the student who misreads the prompt is going to feel if halfway through writing the essay, he finds out that he's been writing on the wrong thing! So, take a minute and make sure you understand what the prompt is asking for.

> **Question:** ❶ Do you agree or disagree with the following statement? ❷ **The invention of the Internet has had negative effects on your civilzation.** ❸ Use specific reasons and examples to support your opinion.

What is the prompt asking you for?

❶ **Do you agree or disagree with the following statement?**

This is telling you what kind of essay you are going to write.

❷ **The invention of the Internet has had negative effects on your civilization.**

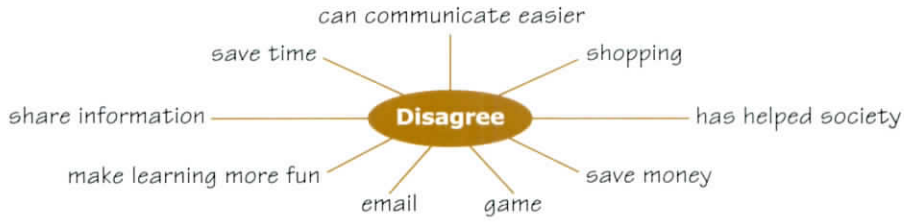
Read the topic carefully. It's NOT how YOU feel about the Internet, but whether the Internet has had a POSITIVE or NEGATIVE impact on SOCIETY. Remember that it doesn't matter which position you take; what matters is which position is easier for you to think of ideas for.

❸ **Use specific reasons and examples to support your opinion.**

Be careful not to get vague. This will be discussed further in Chapter 3.

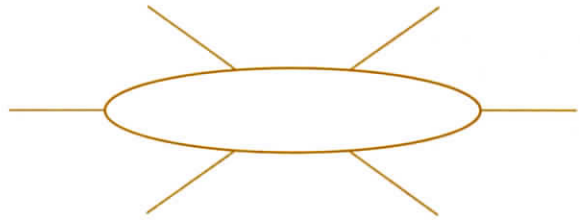
B Brainstorming

Once you have read and fully understood the question, the next step is to brainstorm. While there are a number of different brainstorming methods, you will be constrained by time. Thus, the simplest method is to choose a side and generate as many ideas as you can.

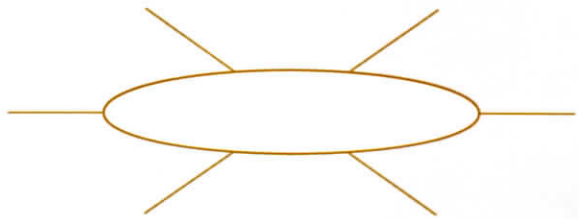


For each prompt, write as many ideas about your position as you can in less than 3 minutes.

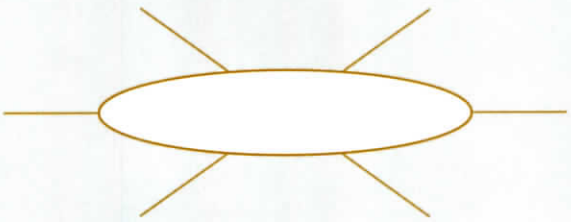
1 Do you agree or disagree with the following statement? Classmates are a more important influence than parents are on a child's success in school. Use specific reasons and examples to support your answer.



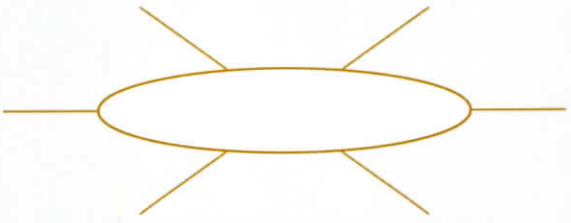
2 Some people say that computers have made life easier and more convenient. Other people say that computers have made life more complex and stressful. What is your opinion? Use specific reasons and examples to support your answer.



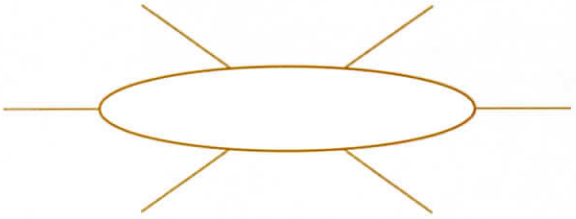
3 It is better for children to grow up in the countryside than in a big city. Do you agree or disagree? Use spcific reasons and examples to develop your essay.



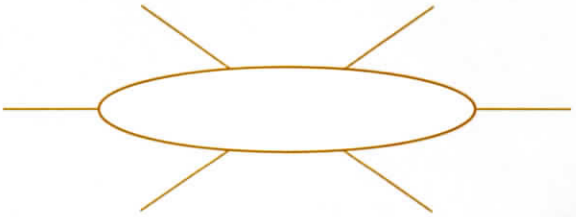
4 Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.



5 What change would make your hometown more appealing to people your age? Use specific reasons and examples to support your opinion.



6 What is a very important skill a person should learn in order to be successful in the world today? Choose one skill and use specific reasons and examples to support your choice.



CHAPTER 02

Introductions

The Introduction is obviously the first thing the reader will see, so it is important to start off strongly. Too often, students will treat the Introduction as something necessary, but not terribly important. Introductions that are hastily written and poorly organized will end up hurting the overall development of your essay.

Introduction

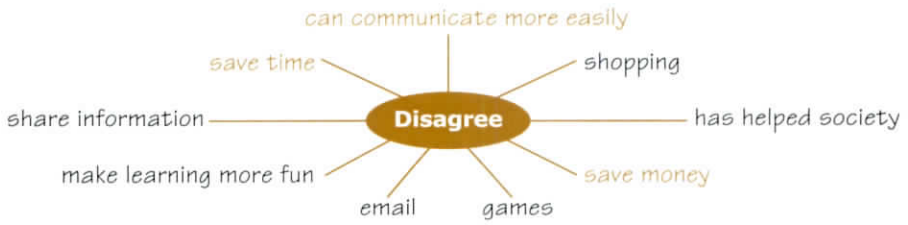
- Begins with the overall view
- Narrows into the thesis

A Writing Theses

There are two things that an introduction MUST have. First, it needs general statements to either introduce the topic or give background information on the topic. Second, it needs a thesis. American academic writing in general, and thus TOEFL-style essay writing, is inductive, which is just a fancy word that means you need to state your general conclusion first as a thesis statement and follow up with your support. Simply put, if you don't have a thesis, you don't have an introduction. No introduction means you don't have a complete essay and most likely will get a fairly poor score.

Take a look at the prompt and the brainstorming we did in the previous chapter.

Question: Do you agree or disagree with the following statement? **The invention of the Internet has had negative effects on your civilization.** Use specific reasons and examples to support your opinion.



The three strongest ideas are colored. Each idea will form one of the three body paragraphs that will make up the middle of the essay. The thesis is then composed of two main points: the topic and the controlling idea.

topic + controlling idea = thesis

Take a look at the example:

The Internet enables us to *communicate more easily and save time and money.*
topic — controlling ideas

This would be fine if we had just two body paragraphs. You'll see that it is actually expressing two ideas. The first is that the Internet enables us to communicate more easily, and the second is that it saves time and oney. Remember that you want time and money to be two separate ideas, so the thesis should be more like this.

The Internet enables us to communicate more easily, save time, and save money.

The thesis needs to accomplish two things. The first is to let the reader know your position. The second is to let the reader know the organization of the body.

Practice 1

» Try and make theses for the prompts that you brainstormed on in the previous chapter.

1 Do you agree or disagree with the following statement? Classmates are a more important influence than parents on a child's success in school. Use specific reasons and examples to support your answer.

2 Some people say that computers have made life easier and more convenient. Other people say that computers have made life more complex and stressful. What is your opinion? Use specific reasons and examples to support your answer.

3 It is better for children to grow up in the countryside than in a big city. Do you agree or disagree? Use specific reasons and examples to develop your essay.

4 Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.

5 What change would make your hometown more appealing to people your age? Use specific reasons and examples to support your opinion.

6 What is a very important skill a person should learn in order to be successful in the world today? Choose one skill and use specific reasons and examples to support your choice.

B Writing General Statements

Once you have prepared the thesis, you can add the general statements in order to make the complete introduction. Take the topic you have been given and try and expand it.

Our prompt is dealing with the impact of the Internet on society. Since the thesis clearly indicates that the Internet has had a positive effect on society, the rest of the introduction should also have a positive tone. So, taking the initial idea of the Internet, we can broaden it by discussing not just the Internet but the impact of technology on society.

For example:

People have always been worried about the impact when new technology is introduced. For instance, business people are worried	Broad generalization that opens the topic
about profits since a new technology can make their company obsolete. Yet, progress itself is not negative. The positive or negative impact of technology results from how it is used.	Narrowing the topic, need transitions

C Putting It Together

The final introduction should look something like this:

People have always been worried about the impact when new technology is introduced. For instance, business people are worried about profits since a new technology can make their company obsolete. Yet, progress itself is not negative. The positive or negative impact of technology results from how it is used. One recent development in technology, the Internet, has both positive	General statements
and negative potential. However, overall, I feel that the Internet is positive for society since it enables us to communicate more easily, save time, and save money.	Thesis

Practice 2

» Write out your own introductions.

1 Do you agree or disagree with the following statement? Classmates are a more important influence than parents on a child's success in school. Use specific reasons and examples to support your answer.

2 Some people say that computers have made life easier and more convenient. Other people say that computers have made life more complex and stressful. What is your opinion? Use specific reasons and examples to support your answer.

3 It is better for children to grow up in the countryside than in a big city. Do you agree or disagree? Use specific reasons and examples to develop your essay.

4 Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.

5 What change would make your hometown more appealing to people your age? Use specific reasons and examples to support your opinion.

6 What is a very important skill a person should learn in order to be successful in the world today? Choose one skill and use specific reasons and examples to support your choice.

Useful Expressions

The following are commonly used expressions for stating reasons and preferences.

1. **Some people say that** it is most important to protect the environment against pollution.

2. **Other people say that** it is more important to create jobs, even if pollution is a result.

3. **I agree / disagree with the view that** courses in languages make better electives than courses in the arts.

4. **There are several / a number of reasons why** I believe that it is more important to increase salaries for firefighters than to spend money building a new park.

5. **There is no doubt in my mind that / There is no question** that websites are often more effective than printed material in conveying information.

6. **It is better / It would be better** to stay at one job for years **than** to switch jobs every few months.

7. **My preference is** walking to the office **instead of** taking a bus because the distance is so short.

8. The express train **is preferable to** local trains because it makes the trip in half the time.

9. **It seems clear to me that** living in a dormitory on campus is preferable to living off campus.

10. **I prefer the view that** the Internet provides people with a lot of valuable information these days.

Choose one opinion, and fill in the blanks using the expressions on the page 24.

1. to eat a couple of small meals / to eat one large meal

→ Some people say that to eat a couple of small meals is better than to eat one large meal .

2. listening to music at home / going to a live concert

→ _____ in my mind that _____ are often more enjoyable than _____ .

3. getting a job immediately after graduation / taking a few months off for travel

→ My preference is _____ _____ .

4. to work with a deadline / to work without a deadline

→ I _____ the view that _____ is better than _____ .

5. taking medicines and seeing a doctor when ill / just resting and waiting to get well

→ _____ is _____ to _____ .

6. to protect the environment against pollution / to create jobs, even if pollution is a result

→ There are _____ why I believe that it is more important _____ .

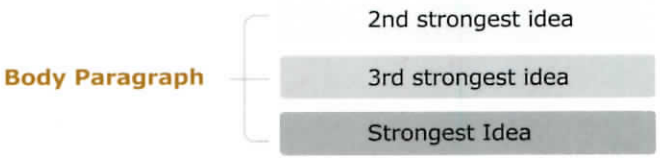
CHAPTER 03

Body Paragraphs

Body paragraphs make up the bulk of the essay and support the thesis given in the introduction. The order of the body paragraphs can influence the reader and in turn influence the score that you will receive.

Not all body paragraphs are equal. There will always be some supporting ideas that are stronger than others. In fact, as you brainstorm, you most likely will feel more confident about some ideas than you will feel about others. You should have three strong ideas for your body paragraphs. However, if you don't, they will need to be arranged to maximize their effectiveness.

What you want to do is start off strongly, but you also need to end strongly as well. In general, the strongest support should be placed last. That means the overall structure should be:



A Structure

Each body paragraph will have the same basic format.

The topic sentence is the broadest idea of the paragraph. Like a thesis, it defines and limits what will be discussed, except that the topic sentence limits just one paragraph. Following the topic sentence should be one or two supporting sentences and then a couple of sentences giving a more specific example.

B Outlining

Now that you understand the structure, you need to outline the body paragraphs before you write. You already prepared the ideas for your topic sentences when you made your thesis.

> However, overall, I feel that the Internet is positive for society since it enables us to communicate more easily ❶, save time ❷, and save money ❸.

Next, you want to briefly expand these ideas. For each body paragraph, you will need to add 2 parts. The first is to narrow the focus of the topic. The second is to think up a specific example that you can use.

Outline	
Topic	❶ to communicate more easily
Narrow	– email and messaging
Example	– studied in the U.S., able to talk with family and friends

- This is the topic for the first body paragraph.
- The topic is vague on purpose. This second line will make it more specific. If you have trouble with this step, you may have to change the topic sentence and make it broader.
- This is the example that will be used to illustrate the idea.

C Putting It Together

Using your outline, you can make your body paragraph. The topic sentence should be just 1 sentence. The support can be composed of 1 or 2 sentences. The bulk of the paragraph should be the example. Try to use as many specific details as you can.

1st Body Paragraph

Topic Sentence	One way that the Internet benefits society is that people can communicate much more easily.
Support	This is because email and instant messaging have changed the way that people communicate with each other.
Example	I spent a month studying English in America. Even though I went by myself, I wasn't homesick at all. I was able to send emails every day to my family and friends, and I could include pictures of my trip. In addition, when I used instant messaging, I could also see my family as I talked with them, which is much better than just talking over the phone.

Practice 1

» Complete the outlines and write the body paragraphs for the other two paragraphs. The topic sentences are done for you.

1 2nd Body Paragraph

Outline	
Topic	❷ to save time
Narrow	
Example	

Topic Sentence	Another reason is that the Internet saves people time.
Support	
Example	

2 3rd Body Paragraph

Outline	
Topic	❸ to save money
Narrow	
Example	

Topic Sentence The final reason is that the Internet saves people money.

Support

Example

Practice 2

» Write one body paragraph for each of the prompts.

1 Do you agree or disagree with the following statement? Classmates are a more important influence than parents on a child's success in school. Use specific reasons and examples to support your answer.

Topic Sentence

Support

Example

2 Some people say that computers have made life easier and more convenient. Other people say that computers have made life more complex and stressful. What is your opinion? Use specific reasons and examples to support your answer.

Topic Sentence

Support

Example

3 It is better for children to grow up in the countryside than in a big city. Do you agree or disagree? Use specific reasons and examples to develop your essay.

Topic Sentence

Support

Example

4 Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.

Topic Sentence

Support

Example

5 What change would make your hometown more appealing to people your age? Use specific reasons and examples to support your opinion.

Topic Sentence

Support

Example

6 What is a very important skill a person should learn in order to be successful in the world today? Choose one skill and use specific reasons and examples to support your choice.

Topic Sentence

Support

Example

Useful Expressions

The following are commonly used expressions in body paragraphs. They show reasons, supports, and examples.

1. **The first / Another reason** for going abroad to study **is that** it may help you to get a better job after graduation.

2. **This is because** the more education you have, the more successful you will be later in life.

3. **Therefore / Thus**, they will be able to get a job quickly after graduating from college.

4. **In addition**, consider the story of my friend who had a similar experience.

5. **To illustrate this, think of** the possibility that a person may have an advanced degree from a university and be unable to get a job.

6. **Many people have argued that** children should start learning a foreign language when they are very young.

7. **Suppose that / Remember that / Imagine that** there are many different levels of meaning in what looks like a simple story.

8. **If / Unless** you take this advanced math course next semester, you will have a lot of work ahead of you.

9. **To be more specific**, those who start learning English in elementary school have less of an accent than those who don't start learning English until high school.

10. **For example / instance**, when I lived abroad, I was able to learn English much faster.

Read the sentences, and fill in the blanks with the most appropriate expressions from the box.

this is because	**therefore**	**to be more specific**
to illustrate this	**for example**	**suppose that**

1. I think the most important quality in a friend is a good sense of humor. For example, my best friend always makes me laugh whenever I'm feeling sad.

2. While there is more money available for national projects, there is also much more competition. _____, companies that invest in the local economies reap much greater rewards.

3. Private tutoring or academies increases the gap between the rich and poor. _____, not all students will be able to afford the extra tutoring, so they will be at a significant disadvantages.

4. Teachers play a much greater role in a student's success than other factors. _____, think of how those who need help can always ask the teacher.

5. _____ the benefits of watching television outweighed the harm. Then one would expect to see the students who watch the most television to receive the best grades.

6. Students enjoy taking classes with teachers who can make the class fun. _____ the more interested you are in a subject, the better you will do it.

CHAPTER 04

Conclusions

The conclusion is the last thing the reader sees, so it is important that you finish strongly. Too often students are tempted to throw in whatever other ideas they had in an attempt to wrap things up. This makes the conclusion look disconnected from the rest of the essay. Remember — do NOT introduce new supporting ideas since that would make it a body paragraph and not a conclusion; also, do NOT contradict yourself. The conclusion is not the time for you to make any concessions to the opposing side. Be strong and make sure that the reader has a clear understanding of your position at the end.

A Structure

Conclusion	• Begins with a summary • Follows with broad idea

The first sentence of the conclusion functions like the thesis. In essence, it is just a paraphrase of the thesis. However, be careful: the two sentences cannot be identical. The sentences following the summary serve as a call to action: basically, sentences which detail the importance of the topic.

B Putting It Together

People have always been worried about the impact when new technology is introduced. For instance, business people are worried about profits, since a new technology can make their company obsolete. Yet progress itself is not negative. The positive or negative impact of technology results from how it is used. One recent technology, the Internet, has great positive and negative potential. However, overall, I feel that the Internet is positive for society, since it enables us to communicate more easily, save time, and save money.

By using the previous introduction, you can see how similar the conclusion is to the introduction. The format of the conclusion should look something like this:

Summary	For these reasons, I believe that society has been helped by the invention of the Internet.
Broad Idea	As the Internet spreads and becomes more common, its importance to people's lives cannot be overstated. But the Internet is not a right, and not all people are able to access the Internet. Thus, the gulf between the rich and the poor will continue to expand unless people make the conscious effort to ensure that technology and education are made available for everyone.

Paraphrase the theses you made on page 20 to make the summaries for the conclusions.

1 Do you agree or disagree with the following statement? Classmates are a more important influence than parents on a child's success in school. Use specific reasons and examples to support your answer.

2 Some people say that computers have made life easier and more convenient. Other people say that computers have made life more complex and stressful. What is your opinion? Use specific reasons and examples to support your answer.

3 It is better for children to grow up in the countryside than in a big city. Do you agree or disagree? Use specific reasons and examples to develop your essay.

4 Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.

5 What change would make your hometown more appealing to people your age? Use specific reasons and examples to support your opinion.

6 What is a very important skill a person should learn in order to be successful in the world today? Choose one skill and use specific reasons and examples to support your choice.

Practice 2

Write out your own conclusions.

1 Do you agree or disagree with the following statement? Classmates are a more important influence than parents on a child's success in school. Use specific reasons and examples to support your answer.

2 Some people say that computers have made life easier and more convenient. Other people say that computers have made life more complex and stressful. What is your opinion? Use specific reasons and examples to support your answer.

3 It is better for children to grow up in the countryside than in a big city. Do you agree or disagree? Use specific reasons and examples to develop your essay.

4 Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.

5 What change would make your hometown more appealing to people your age? Use specific reasons and examples to support your opinion.

6 What is a very important skill a person should learn in order to be successful in the world today? Choose one skill and use specific reasons and examples to support your choice.

Useful Expressions

The following are commonly used expressions for summarizing and concluding essays.

1. **Examples like these show why (how) / Reasons like these support the conclusion that** smaller cities are more pleasant places to live than big cities.

2. **For these reasons,** advertising made this product successful and profitable for its manufacturer.

3. **For the reasons above / In conclusion / To conclude,** I believe that it is better to rent an apartment than to own a house.

4. **In short, / In brief,** it is necessary to study science and mathematics, but it is more important to study history and literature.

5. **On the whole, / Overall, I believe that it** is better to attend a small college than to go to a big university.

6. **Although / Even though** this report shows better research, that report is written in a much clearer and more readable style.

7. **It is wrong to say / It is not to say** something is obsolete when it is just out of fashion for a while.

8. **This / That is why I think that** it is better to stay home and rest rather than to go somewhere on vacation.

Complete the concluding sentences arranging the broken parts of each sentence and using the expressions on the page 38.

1. will learn / students who work while in school / how to manage their time and energy

→ Reasons like these support the conclusion that students who work while in school will learn how to manage their time and energy .

2. can be helpful / for education and enjoyment / zoos

→ In , _____ .

3. to take gym classes / students / schools should require

→ For , _____ .

4. books are / something new / the best way students study

→ It is that _____ .

5. should limit / their children watch / the amount of television / parents

→ I think that _____ .

6. for students / while they are in school / to work / it is better

→ To , I believe that _____ .

CHAPTER 05

Coherence and Sentence Variety

A Coherence

Coherence literally means "to stick together." A coherent essay, then, is one in which the sentences flow together. The reader should have a clear understanding of why each sentence is there and what its purpose is in the overall paragraph.

The two main ways to achieve coherence are:
1. keyword repetition and pronouns
2. transitions

Keywords and Pronouns

The keyword in both of these paragraphs is **kimchi**. As you read, see how many times you find the word kimchi and how many times you find pronouns which refer to kimchi.

> Kimchi, a traditional Korean food, is popular for two reasons. First of all, kimchi has a unique taste. It is very spicy, but kimchi can also be sour. Since Koreans eat a lot of rice, which can be fairly bland, having kimchi as a side dish makes the meal much more enjoyable. In addition, kimchi is very good for your health. Scientists have found that the bacteria in kimchi which cause it to ferment also help prevent a number of illnesses. Furthermore, eating spicy food like kimchi aids people in losing weight since people tend to eat more slowly and will also drink more water. In conclusion, kimchi is widely eaten in Korea for its taste and its health benefits.

> Kimchi, a traditional Korean food, is popular for two reasons. First of all, it has a unique taste. It is very spicy, but it can also be sour. Since Koreans eat a lot of rice, which can be fairly bland, having it as a side dish makes the meal much more enjoyable. In addition, it is very good for your health. Scientists have found that the bacteria in it that cause it to ferment also help prevent a number of illnesses. Furthermore, eating spicy food like it aids people in losing weight since people tend to eat more slowly and will also drink more water. In conclusion, it is widely eaten in Korea for its taste and its health benefits.

Which paragraph did you think was more coherent? If you chose the first one, then you're right. While there is no specific rule as to how frequently you should use the keyword rather than replacing it with a pronoun, do so if the pronoun is unclear or if it improves the coherence. When you do use pronouns, make sure that you always use the same number and person throughout the paragraph. For example, don't shift from "I" to "we" to "they."

» **Rewrite the paragraph. Make sure that the right pronouns are used and that the keyword is repeated.**

Original

The first formal calendar was created by the ancient Egyptians. It was solar and had 12 months in each year, just like we have today. However, each month had thirty days, so it was off by a couple of days. The Egyptians had a five-day festival at the end of each year to help realign it, but they ignored the quarter days of each year. So, it became out of synch, and over time the summer months began to come earlier and earlier. In addition to this, the Egyptians had a lunar one. This type was based on the period between full moons. It was about twenty-nine and a half days between full moons. However, the Egyptians were able to keep it accurate by linking it to the movement of the stars.

Your revision

Transitions

Transitions can be used to connect ideas between paragraphs or within the sentence. Transition phrases and conjunctive adverbs most often appear at the start of a sentence, but they can be used in the middle or the end. However, they are ALWAYS set off from the sentence by commas. (Note: **too** is the only expression on the list that cannot be used at the beginning of a sentence)

- ***For instance**, Jenna was the first student from the school to win the National Science Contest.*
- *Jenna was, **for instance**, the first student from the school to win the National Science Contest.*
- *Jenna was the first student from the school to win the National Science Contest, **for instance**.*

Transition phrases and conjunctive adverbs can also be used to join two sentences. When using them, you must use both a semicolon and a comma to join the two clauses together.

- *Jenna was the first student from the school to win the National Science Contest; **however**, few people were surprised to see her do so well.*

Purpose	Transition Phrases	Conjunctive Adverbs
Conclusions	In brief In conclusion In short In summary Indeed	
Choices		Otherwise
Additions	In addition	Also Besides Furthermore Moreover Too
Contrast	In contrast On the other hand	However Instead Nevertheless Nonetheless Still
Explanation	In fact Indeed	That is
Results	As a result As a consequence Accordingly	Consequently Hence Therefore Thus

» **The original does not have any transition words. Add transitions where you think appropriate. Make sure to use proper punctuation as well.**

Original

Early construction was hindered by technological problems. The first elevators were slow and frequently broke down. Companies preferred to have their offices on the first floor. Customers didn't have to walk up the stairs. Water pumps were not very powerful. People on the top floors had trouble getting water to use for the sinks or toilets. Most buildings were made of stone or brick. Tall buildings would require a lot of supporting walls on the first floor. So many walls would make the first floor unusable. A strong and lightweight material would have to be found before the first skyscrapers could be built.

Your revision

B Sentence Variety

Sentence variety means that the writer uses different lengths and types of sentences. Why does this matter? The types of sentences you use when crafting your essay have the same kind of effect as the pitch you would use when giving a speech. Obviously, you wouldn't want to give your speech in the same tone over and over. By that same token, neither do you want to write your essay with the same kinds of sentences over and over again — don't bore your audience.

Types of Sentences

An independent clause is composed of a subject and a verb and expresses a complete idea.

Jack	*ate*	*dinner.*
S	V	

A dependent clause is an independent clause with a subordinate conjunction.

Because	*Jack*	*ate*	*dinner.*
Subordinate conjunction	S	V	

It is important to note that dependent clauses, as their names suggests, CANNOT stand by themselves. They must always be joined to an independent clause.

1. Simple sentences

A simple sentence is one independent clause.

- *Jack went to sleep.*
- *Mary went to the store.*

2. Compound sentences

A compound sentence is two or more independent clauses, with a comma and coordinating conjunction. There are seven coordinating conjunctions. If you have trouble remembering them, just think of FAN BOYS.

- *John visited school,* ***and*** *Sue went home.*
- *Jerry went home after school,* ***for*** *he knew his mother would be worried.*

F	A	N	B	O	Y	S
For	And	Nor	But	Or	Yet	So

3. Complex sentences

A complex sentence is made of one dependent clause and one independent clause. If the dependent clause comes first, then you must use a comma to separate the two clauses. If the dependent clause follows the independent clause, then you usually do not use a comma.

- ***Because*** *I was late for school, the teacher was upset with me.*
- *Jack overslept for school* ***while*** *his sister Jill did not.*

Purpose	Comparisons	Choices	Order	Contrast	Cause
Subordinate Conjunctions	As Just as	If Unless	After As As soon as Before Since Until When While	Although Even though Though Whereas While	As Because Since

4. Compound-Complex sentences

A compound-complex sentence is made of two or more independent clauses and at least one dependent clause. This type of sentence is not common, but you should have a few in your essay. Pay attention to the commas, since it can get confusing.

- *George always goes to the cyber café* ***although*** *he has a computer at home, so we like to joke with him.*
- ***Since*** *Jenna is considered the best student in class, she is frequently asked to help other students,* ***so*** *she doesn't have much free time.*

Practice 3

» The original is composed of only simple sentences. Use coordination and subordination to improve the original.

Original

Water plays a critical role in life in the desert. Desert plants have special adaptations. The desert has little water. Most plants get their water from the soil. The plants have deep roots. The plants lose water through their leaves. Desert plants have very small leaves or no leaves at all. They will use their stem for photosynthesis. They will store water in the stem. This enables them to store more water. They have shallow roots to take advantage of quick rains. These happen sometimes in the desert.

Your revision

Vocabulary does play a role in your writing score. Not only will the examiners look to see if you use the words correctly, but they will also want to see a variety of different words used.

1 Match the words in bold to the correct definition from the box.

(1) _____ Sports and music are among the most popular **extracurricular activities** in many modern public schools.

(2) _____ A **co-ed school** must have a curriculum that is suitable for both male and female students.

(3) _____ Students subjected to **peer pressure** in school may engage in unsafe behavior to please their friends.

(4) _____ If you miss class, you will **fall behind** in your lessons, so attendance is very important.

(5) _____ **Learning disabilities** such as dyslexia, or difficulty in reading, make school a challenge for many children.

(6) _____ **Tertiary education** is a big business in many communities, where a college or university is economically important.

(7) _____ Learning **by (through) trial and error** consumes a lot of time but is sometimes very effective.

(8) _____ As the literacy rate falls, the **illiteracy** rate rises, and many people become less employable.

(9) _____ Someone who likes a song will probably **learn (know)** its lyrics **by heart** and remember them for years.

(10) _____ Sometimes it is better to be a **jack of all trades** than to specialize in a narrow field.

A. education at a college or university (SYN higher education)
B. being unable to read and write
C. mental conditions that influence someone's ability to learn
D. not part of the courses that students do at a school or college
E. by trying many different ways of doing something to find the best way
F. to do something more slowly than other people, who then move ahead of you
G. someone who can do many things at a fair level, but is not able to do anything really well
H. school where students of both sexes are educated together
I. to memorize all of something exactly
J. pressure to do the same thing as other people who are your age so they will like you

Practice 4

2 Match the words in bold to the correct definition from the box.

(1) _____ When his company **went bankrupt**, he decided to start a new career abroad.

(2) _____ Long ago, tulips became a valuable **commodity** in Holland, and prices for them soared.

(3) _____ People with this degree get good jobs, so students **have an incentive to** work hard in school.

(4) _____ Workers thought their pay was not high enough, so they **went (out) on strike** for more money.

(5) _____ Karen is **a workaholic** who works long hours and hardly ever allows herself to rest.

(6) _____ Because **self-employment** involves hard work, self-discipline, and sometimes high risks, it is not for everyone.

(7) _____ The person who is **in charge of** processing inquiries will have to answer your question.

(8) _____ Maybe you **were** not **cut out for** this job, because you seem unhappy with it.

(9) _____ This is a successful company and has been **in the black** for the last five years.

(10) _____ **Overwork** can be dangerous, because the stress it produces can cause serious illness.

A. one who works most of the time and finds it hard not to work
B. in a position of responsibility for a certain activity
C. being profitable/making a profit
D. to stop working on purpose due to a disagreement about pay, working conditions, etc
E. to have the qualities needed for a particular job or activity
F. to owe more money than you have
G. working for oneself without being employed by a company
H. any product that can be bought or sold
I. working too hard or too long
J. to have something that encourages somebody to do something

3 Match the words in bold to the correct definition from the box.

(1) _____ Although we **take** electricity **for granted**, we would be in trouble if we ever had to do without it.

(2) _____ Strong coffee **is** really **not (to) my taste**, but I drank a cup of it anyway to please my host.

(3) _____ Even if you feel **under the weather**, you should go to the office and put in a day's work.

(4) _____ The problem is, we all tend to **have a double standard** of behavior: one standard for ourselves, and another standard for everyone else.

(5) _____ When Sue **was diagnosed with** a serious illness, she accepted the news calmly and asked the doctor what she should do.

(6) _____ Everyone trusted Sam because when he made a promise to do something, he always **kept** his **word**.

(7) _____ It is easy to adopt a set of principles, but it is usually much harder to **put** them **into practice** in one's life.

(8) _____ Bill was **in (serious) trouble** when his professors found out that he had copied part of a book without citing it as a source.

(9) _____ He exercised every day and was careful to **keep/stay in shape**, yet he still developed a major illness.

(10) _____ Toads **have a lot in common** with frogs, but they are different animals with their own distinct characteristics.

A. to have a lot of the same interests or characteristics as someone else
B. to like something
C. to expect something will always be there when you need it and not to appreciate it enough
D. to discover what kind of illness someone has (esp. after getting tested)
E. in a situation with a lot of (serious) problems
F. to be in a good state of health or to be physically fit
G. to actually start to do something
H. feeling a little sick or ill
I. to have a rule or principle that is unfair because it treats one side differently from another in the same situation
J. to do what someone has promised or agreed to do

CHAPTER 06

Proofreading

The last 5 minutes of your time should be spent reviewing your essay. Many students make the mistake of writing until the time is up. However, it's more beneficial if you take the time to go back. If you take another look at the rubric detailed in the first chapter, you'll see that for an essay to receive a 5, it must meet the following criteria:

Score	Description
5	• Addresses the prompt • Is well organized and developed • Demonstrates coherence, sentence variety, and appropriate word choice

The final 5 minutes give you a chance to make sure your essay is coherent and well organized and developed. This is a chance for you to clean up your writing as well as to catch any small spelling or grammar errors.

Peer Editing

One of the best ways to improve your writing is to write more frequently. However, it can be very difficult to measure your own writing objectively. Having other people read your essays will enable you to identify your strengths and weaknesses. In return, you should also look at other students' essays. Not only will you become more skilled at finding errors, but you will also become more comfortable with how the evaluators will judge your work.

There are four main aspects that you need to pay attention to:

- **Structure** – Are there a clear introduction, body, and conclusion?
- **Thesis and supporting ideas** – Is there a clear thesis, and is that thesis developed by the body paragraphs?
- **Coherence and cohesion** – Does the author use transitions and stay on topic?
- **Grammar and vocabulary** – Does the author use appropriate words and grammar?

Read the essay below and correct all the spelling, grammar, and logic errors you can find. (Hint: 13 errors)

Some people say that reading a book for the second time is the most interesting than reading it for the first time. Other people say that the first reading is more interesting than a second reading. I agrees with the view that reading a book for the first time is more enjoyable than reading it agian because it is more exciting to learn new things and more informative.

First, when you read a book for the first time, you have never read them before. This means that you discover many new things. Learnng new things is exciting. They seem less exciting; however, when you read about them a second time. So, reading a book for the first time is more enjoyable because of the pleasure of discovering new things.

Second, the first reading of a book is often the more informative. We learn more from a book during the first reading than we learn during a latest reading. To illustriate why this is so, think of books that you have read more than once. Did you get more information from them the first time you read them, or the seccond time? Probably, the first reading was more informative than the second. The second time, you reread much information that you have read already, so you get less information. Fewer books are more informative when you read them a second time.

Of cours, there are books that you can benfit from reading over and over because they contain too much information to absorb completely in a single reading. That's why many people agree that reading books again can be helpful. So, I would say there is no question that reading a book for the first time is more interesting than reading it for the second time.

B Putting It Together

On the TOEFL, this essay would most likely receive a fairly high score. Let's take a more detailed look.

People have always been worried about the impact when new technology is introduced. For instance, business people are worried about profits since a new technology can make their company obsolete. Yet, progress itself is not negative. The positive or negative impact of technology results from how it is used. One recent technology, the Internet, has great positive and negative potential. However, overall, I feel that the Internet is positive for society since it enables us to communicate more easily, save time, and save money.

One way that the Internet benefits society is that people can much communicate more easily. This is because email and instant messaging have changed the way that people communicate with each other. For example, I spent a month studying English in America. Even though I went by myself, I wasn't homesick at all. I was able to send emails every day to my family and friends, and I could include pictures of my trip. In addition, when I used instant messaging, I could see my family as I talked with them, which is much better than just talking over the phone.

Another reason is that the Internet saves people time. To be more specific, people are able to get the information they need much more quickly. For instance, my dad told me that when he was young, it took him an hour to get to the library. Thus, when he needed to study, he would waste nearly the entire day traveling to and from the library to get the material he needed. In contrast, I can use the Internet and get the information I need in a matter of minutes.

The final reason is that the Internet saves people money. This is because people can shop online to purchase their goods. To illustrate this, think of a traditional store. The shopkeeper has to rent a large store in a nice neighborhood to attract customers. The money he spends on rent and his employees' salaries is recovered by charging more for the products. Yet, if the shopkeeper sold his goods online, he wouldn't have to worry about those costs and so would be able to charge much less. Thus, both the customer and the shopkeeper are able to save money by shopping online.

For these reasons, I believe that society has been helped by the invention of the Internet. As the Internet spreads and becomes more common, its importance to people's lives cannot be overstated. But the Internet is not a right, and not all people are able to access the Internet. Thus, the gulf between the rich and the poor will continue to expand unless people make the conscious effort to ensure that technology and education are made available for all people.

Structure

There are a clear introduction, three body paragraphs, and a clear conclusion.

Thesis and supporting ideas

The thesis is found at the end of the introduction. It is specific, and the body paragraphs follow the order laid out in the thesis. See the highlighted parts.

Coherence and cohesion

There are numerous transitions and good flow. See the colored words. The author also avoids digressions.

Grammar and vocabulary

The grammar is consistent, with no errors that impact the comprehension of the essay. The vocabulary is used appropriately, although it is a bit repetitive.

Read the sample essays and mark how well the essays meet the requirements. (1=very poor, 2=poor, 3=OK, 4=good, 5=very good). Then give what you think the overall score should be.

Question: Do you agree or disagree with the following statement? **Movies and television have more of a negative than positive effect on young people.** Use specific reasons and examples to support your answer.

1 Response A

These days, many people have argue that movies and television have more of a negative than positive effects on young people. However, I disagree with the view that the overall effect of movies and television on the behavior of the young has been more negative than positive. There are several reason why I hold this opinion.

First, it is hard to find a motion picture or television program in which negative behaviors is praised and rewarded. In my experience, the rule is that a movie or TV show is, in effect, a morality play where virtue is rewarded and crime is punished. Think of your own experience of watching television and motion pictures. Can you remember more than one or two instances where real evil — that is, murder, armed robbery, or whatever — was shown in a way that made young people want to imitate it.

Also, remember that movie and television viewing usually occurs within the context of family life. Unless a family has many problems, it rewards the positive behavior of children and discourages negative behavior. In this way, negative influences from entertainment are reduced or cancelled out. If this is not the case in family, then we could say the overall negative effect comes from the home environment, not from entertainment.

Reasons like these support the conclusion that we can hardly blame movies and television for having, overall, a negative influence on the young. Therefore, there is no doubt in my mind that we cannot say movies and television have a negative effects on the behavior of young people.

Does it fully address the prompt?	1	2	3	4	5
Is it well-organized and developed?	1	2	3	4	5
Does it have coherence?	1	2	3	4	5
Does it demonstrate sentence variety and appropriate word choice?	1	2	3	4	5
Does it use proper grammar and spelling?	1	2	3	4	5
Overall Score	**1**	**2**	**3**	**4**	**5**

2 Response B

Movies and television has importance effects. Soemtimes these effects are positive and other times negative. I agree that its usually negative.

I like movies and televisions. I watch programs all day but my mom angry. If I doesn't finsih homeworks then she very angry. When there is a good televisions I cant see my work. I want to watch. So, I can get trouble from my mom.

When I don't see the movie, I study hardly. I get good grades. My mom is happy and I am happy. So, movies and television has bad effects.

Does it fully address the prompt?	1	2	3	4	5
Is it well-organized and developed?	1	2	3	4	5
Does it have coherence?	1	2	3	4	5
Does it demonstrate sentence variety and appropriate word choice?	1	2	3	4	5
Does it use proper grammar and spelling?	1	2	3	4	5
Overall Score	**1**	**2**	**3**	**4**	**5**

3 Response C

Every people likes movies and television. There are many different kinds shows. Funny shows, scary shows, and so on. So, there are shows for all people. First, movies help make relaxed. And second, television is good for family.

Firs of all, movies are funny. I have stresses. I go see a fun movie, then I relex. Will you worry about schoolworks if you have fun? I bet you don't. Me too. That's why movies are fun.

Second, television makes familys close. My mom and dad and cousin sister all like the same shows. So, every sunday night time we watch togther and have funny. Althugh my dad is busy I can feel close him when we laugh together. So, television is good for my family.

As a conclusion, I think movies and television are good. People should see when they can and enjoy.

Does it fully address the prompt?	1	2	3	4	5
Is it well-organized and developed?	1	2	3	4	5
Does it have coherence?	1	2	3	4	5
Does it demonstrate sentence variety and appropriate word choice?	1	2	3	4	5
Does it use proper grammar and spelling?	1	2	3	4	5
Overall Score	**1**	**2**	**3**	**4**	**5**

Progressive Test

Test 1
Test 2
Test 3
Test 4
Test 5
Test 6

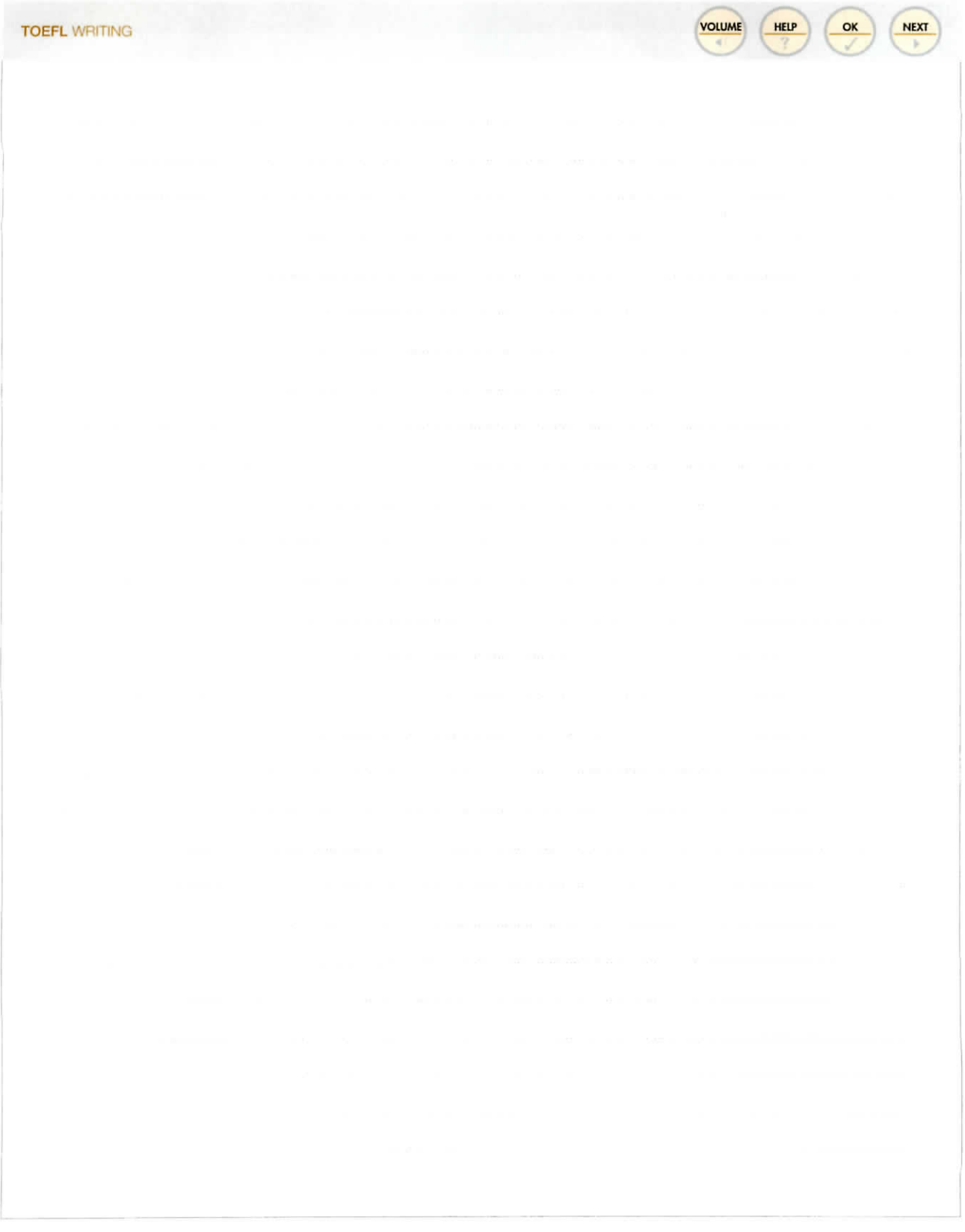
Progressive Test

Test 1

Directions: Read the question below. You will have 30 minutes to plan, write, and revise your essay. Typically, a good essay for the independent topic will require that you write 300-350 words.

Question: People listen to music for different reasons and at different times. Why is music important to many people? Use specific reasons and examples to support your choice.

Outline


TOEFL WRITING
VOLUME
HELP
OK
NEXT

Test 2

Directions: Read the question below. You will have 30 minutes to plan, write, and revise your essay. Typically, a good essay for the independent topic will require that you write 300-350 words.

Question: Some students like classes where teachers lecture (do all of the talking) in class. Other students prefer classes where the students do some of the talking. Which type of class do you prefer? Give specific reasons and details to support your choice.

Outline

TOEFL WRITING

Test 3

Directions: Read the question below. You will have 30 minutes to plan, write, and revise your essay. Typically, a good essay for the independent topic will require that you write 300-350 words.

Question: A gift (such as a camera, a soccer ball, or an animal) can contribute to a child's development. What gift would you give to help a child develop? Why? Use reasons and specific examples to support your choice.

Outline

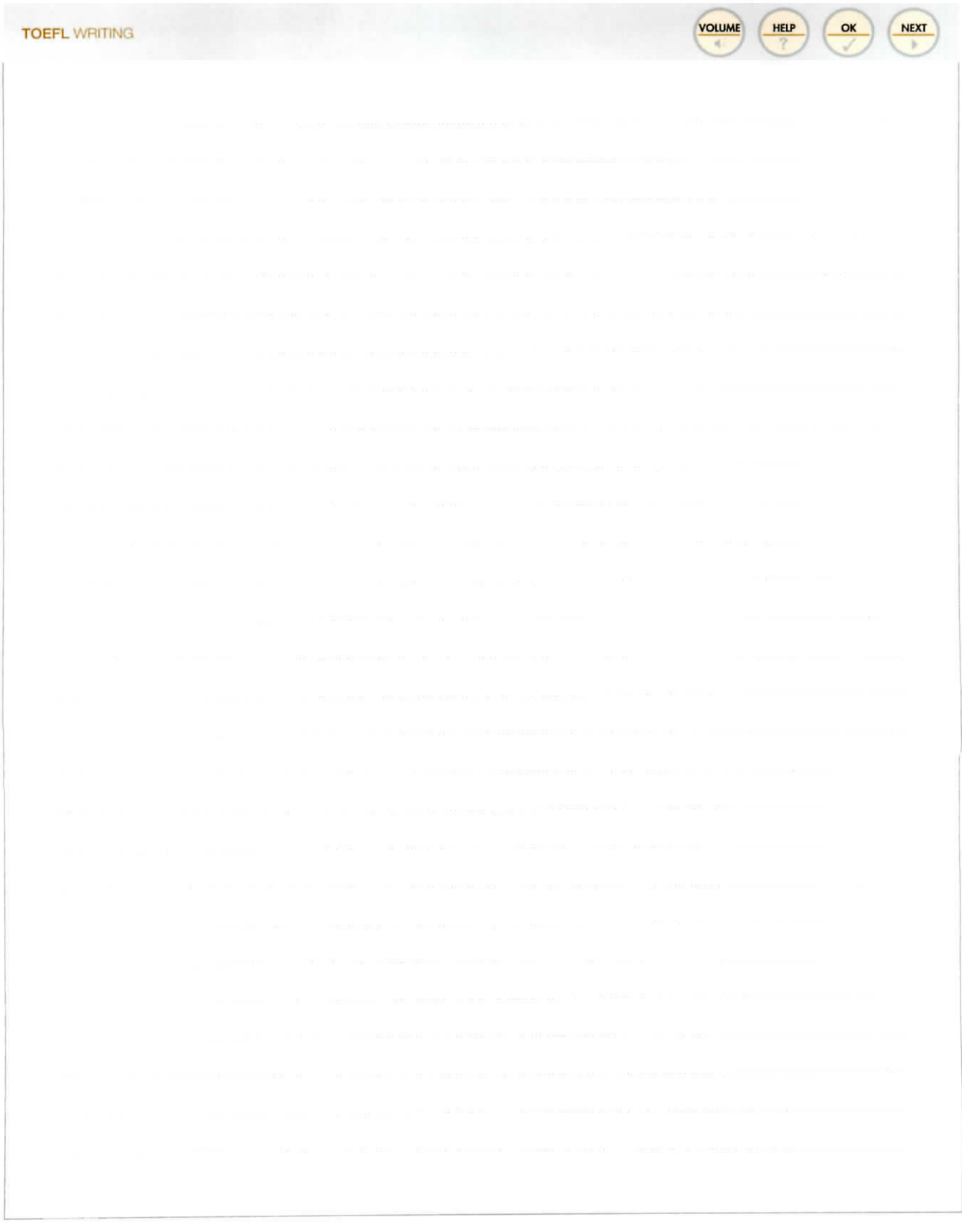
TOEFL WRITING
VOLUME
HELP
OK
NEXT

Test 4

Directions: Read the question below. You will have 30 minutes to plan, write, and revise your essay. Typically, a good essay for the independent topic will require that you write 300-350 words.

Question: Do you agree or disagree with the following statement? **Playing games teaches us about life.** Use specific reasons and examples to support your answer.

Outline


TOEFL WRITING
VOLUME
HELP
OK
NEXT

Test 5

Directions: Read the question below. You will have 30 minutes to plan, write, and revise your essay. Typically, a good essay for the independent topic will require that you write 300-350 words.

Question: Do you agree or disagree with the following statement? **A person should never make an important decision alone.** Use specific reasons and examples to support your answer.

Outline

TOEFL WRITING

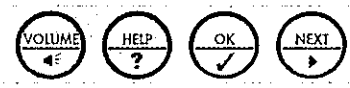
Test 6

Directions: Read the question below. You will have 30 minutes to plan, write, and revise your essay. Typically, a good essay for the independent topic will require that you write 300-350 words.

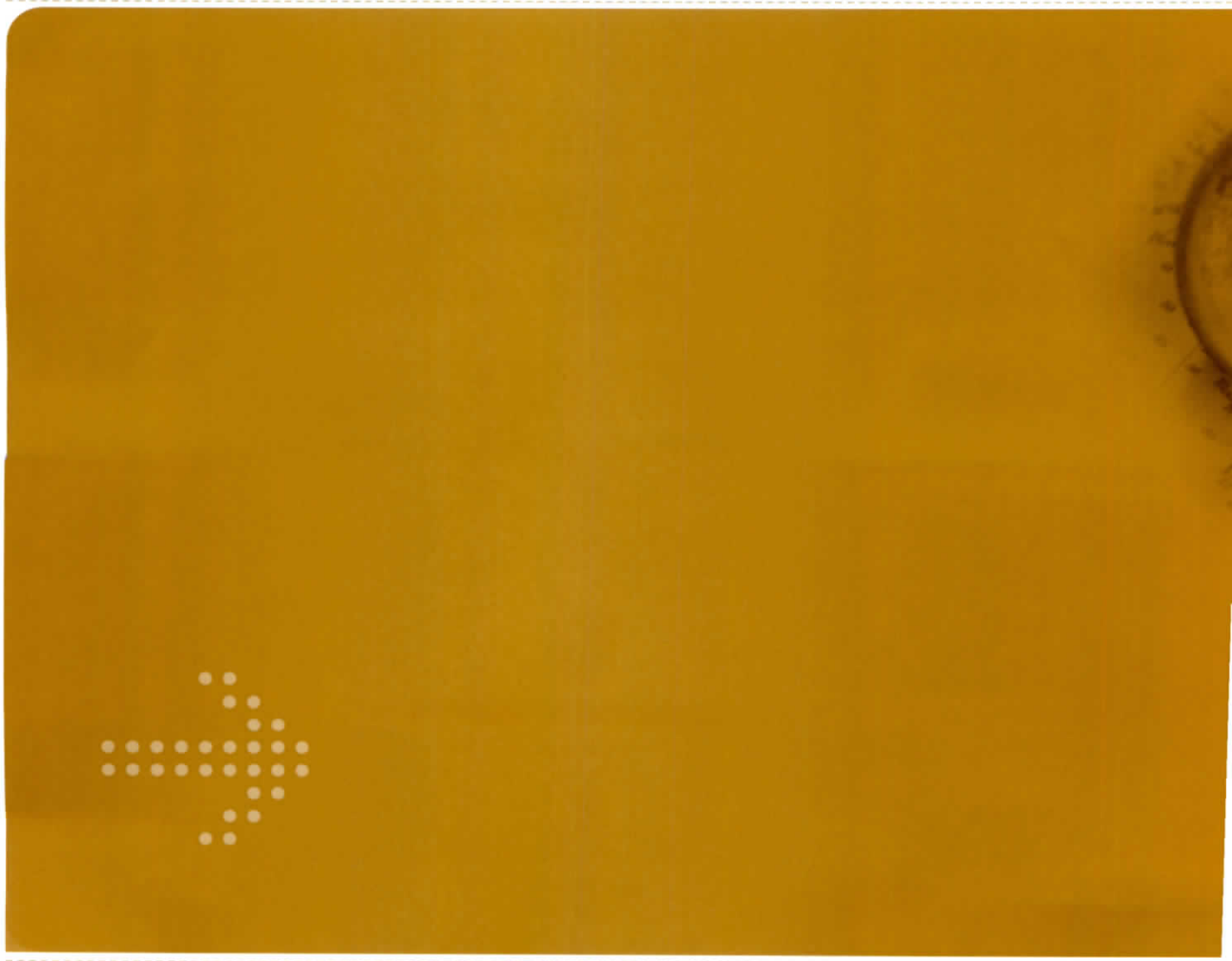
Question: Do you agree or disagree with the following statement? **Grades (marks) encourage students to learn.** Use specific reasons and examples to support your opinion.

Outline

TOEFL WRITING



PART B



Integrated Writing

Chapter 1. Getting Started
Chapter 2. Note-taking for Reading
Chapter 3. Note-taking for Listening
Chapter 4. Structuring Responses
Chapter 5. Coherence and Sentence Variety
Chapter 6. Proofreading

Progressive Test 1~6

Overview

Integrated Writing Directions

The Integrated Writing Task, or Writing Based on Reading and Listening, is a 20-minute essay that tests your ability to understand important ideas from an academic reading passage and a lecture. There are a couple of key points that you need to pay attention to. The first is that you will have the chance to see the reading again. However, do not rely upon that, as you cannot afford to cut into your writing time. Second, the essay is NOT asking for your personal opinion, meaning that if you do not pay attention to the reading and lecture, you will have nothing to write about.

For this task, you will 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 on the passage while you read. The passage will then be removed and you **will** listen to a lecture about the same topic. While you listen, you may also take notes. You will be able to see the reading passage again when it is time for you to write. You may also use your notes to help you answer the question.

Then you will have **20 minutes** to write a response to a question that asks you about the relationship between the lecture you 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 it will be available to you again when you write. Immediately after the reading time ends, the lecture will begin, so keep your headset on until the lecture is over.

Directions: You will have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150-225 words.

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Using Your Time Wisely

You will have 20 minutes for your essay. Just as in the Independent Writing Task, you will need to allot time for planning and revising.

The Essay Format

Introduction	• Summary of the speaker's position • Relationship of the lecture to the reading
1st Body Paragraph	• Summary of speaker's first point • Tie to the reading
2nd Body Paragraph	• Summary of speaker's second point • Tie to the reading
3rd Body Paragraph	• Summary of speaker's third point • Tie to the reading

Note that there may not always be three body paragraphs. The number of paragraphs will depend upon the number of points given by the speaker. There will generally be two or three. However, on occasion there may be four, but there will never be just one.

Score Rubric

Possible scores range from 0 (the lowest) to 5 (the highest). Your score will be based on the following rubric:

Score	Description
5	• Successfully selects the important information from the lecture • Accurately ties the information in the lecture to the reading • Is well organized and developed
4	• Selects the important information from the lecture, but may omit or fail to accurately describe a minor point • Ties the information in the lecture to the reading but may be imprecise on a minor point • Grammar and usage errors do not detract from the clarity and cohesiveness of the ideas
3	Contains important information from the lecture and connects it to the reading, but has one or more of the following problems: • Ties to the reading are vague or unclear • Omits or misrepresents a key point made in the lecture • Grammar and/or usage errors that detract from the clarity and cohesiveness of the essay
2	Contains some important information from the lecture and connects it to the reading, but has one or more of the following problems: • Significantly misrepresents or omits the connection between the lecture and reading • Omits or is inaccurate about a significant portion of the lecture • Grammar and/or usage errors that obscure the meaning of key points
1	Contains one or both of the following problems: • Has little or no relevant content from the lecture • Grammar and/or usage significantly inhibits comprehension
0	• Copies the prompt, is off-topic, written in a foreign language, or consists of random keystrokes

Converting Your Score

The scores from the Independent and Integrated Writing Prompts are combined to give you the scaled score. For example, a student who received a 5 and a 4 would have an average score of 4.5. Upon checking the scale, the student would receive a scaled score of 28 out of 30.

Writing Rubric Mean	TOEFL Scaled Score
5.00	30
4.75	29
4.50	28
4.25	27
4.00	25
3.75	24
3.50	22
3.25	21
3.00	20
2.75	18
2.50	17
2.25	15
2.00	14
1.75	12
1.50	11
1.25	10
1.00	8
0.75	7
0.50	5
0.25	4
0.00	0

CHAPTER 01

Getting Started

A Planning your essay

The key to your essay is to understand what the prompt is asking you for. Basically, there are three types of prompts.

> **Question:** ❶ Summarize the points made in the lecture you just heard, ❷ explaining how they cast doubt on points made in the reading.

> **Question:** ❶ Summarize the points made in the lecture you just heard, ❷ explaining how they illustrate points made in the reading.

> **Question:** ❶ Summarize the points made in the lecture you just heard, ❷ explaining how they are similar to or different from points made in the reading.

What are the prompts asking you for?

❶ **Summarize the points made in the lecture you just heard.**

This is the same for every prompt. This is just reminding you that the focus of your essay needs to be the lecture and not the reading.

❷ **Explaining how they cast doubt / illustrate / are similar to or different from the points made in the reading.**

Simply put, the speaker will either agree, disagree, or do a bit of both in his or her lecture. While this should be fairly obvious as you listen to the lecture, you can never be sure, so pay attention to the question. If it differs from what you thought, then you may have misread the passage or misunderstood the speaker.

B Summarizing

In order for you to manage your time, it is important that you are able to summarize what you read and hear. You have to be able to identify what the key parts are.

Reading example

The key ideas are colored in the passage and then summarized on the right. At the bottom is the complete summary.

Reading Passage	Summary
When Europeans first reached North America is a matter of debate. The traditional story is that European explorers first arrived there in the late 15th century, but that view is now rejected.	Europeans arrived in North America in the late 15th century.
Archeology has provided solid evidence that seafarers from northern Europe, commonly known as Vikings, reached North America centuries before	Vikings came long before.
then, although these early visitors did not establish permanent settlements there. There is a possibility that certain Europeans arrived in North America still earlier,	It is possible that other Europeans came earlier.
but undeniable proof of such ancient voyages from Europe to America is lacking. This much, however, is certain: by the early 16th century, Europeans had realized a lasting presence in North America, and that presence would increase — slowly at first, and later in a flood of exploration, conquest, and immigration.	It is certain that Europeans arrived in North America in the 16th century and had effects there.

Complete summary

Once, it was thought that Europeans first came to North America in the late 15th century, but now we know that that is not true. Vikings from northern Europe visited North America long before then. Possibly, other Europeans made trips to North America even earlier, but this is not certain. We do know, however, that many more Europeans arrived in North America in the 16th century and later.

Listening example

Listen to the following short lecture. The key ideas are colored in the script and then summarized on the right. At the bottom is the complete summary.

MP3 1

Lecture	Summary
Such an excessive workload may have more than one possible explanation. One scenario is that the person simply likes the job and enjoys spending time at it. A self-employed artisan, for example, may enjoy his or her art so much that its practice occupies almost the whole day. In a like manner, the founder and CEO of a company may essentially live at work because the company is an expression of his personality. Another reason for "workaholism" is that the workaholic defines himself or herself by job performance and equates the job with his or her identity. Therefore, the longer and harder the workaholic works, the better his or her self-image becomes.	Explanations for an excessive workload Enjoying the job: expression of one's personality Workaholic: job equals identity Work for self-image

Complete summary

There are many possible explanations such as enjoying the job or that the company is part of one's personality. Also, workaholics become tied to their jobs, so when they work hard, their self-image improves.

Read the passages. For each paragraph, underline the key points and then summarize them on the right.

1

Reading Passage	Summary
How do schools adapt to a multicultural society? Countries around the world face this issue as individual societies become globalized through immigration. The traditional approach has been: let minorities and immigrants adapt to the mainstream, native culture, including its school curriculum, taught in the majority's native language. This works, but only when the multiculturalism is limited and localized. When a society becomes multicultural beyond a certain point, strains start to show, and difficult decisions must be made about education policies. English, for example, was once the predominant language throughout the country. Now, however, English has strong competition from Spanish, as Hispanic immigration increases the country's Spanish-speaking population. Imagine that half the students in a district speak Spanish as their first language and resist learning English. Should a curriculum in English be imposed on them, or should schools have a separate curriculum in Spanish? A middle course might be to try teaching in both languages at once, but that would be problematic, to say the least. This is a highly controversial issue in many school districts. Schools wish the problem would go away, but it will not. On the contrary, it promises to get worse and worse. As it does, a solution seems ever more distant. Add cultural differences to the language controversy, and the prospects for schools look even bleaker.	

2

Reading Passage

One controversial business practice of recent years has been "offshoring." Companies in developed countries, where labor is expensive, move facilities, operations, and jobs offshore, to countries where labor costs are comparatively small. As a result, workers in developed countries lose employment. Displaced from work, the workers are upset and complain. They argue that workers abroad have an unfair advantage because the cost of living there is lower, so that people can afford to work for much lower wages. For example, a company hires several engineers in India for the cost of one engineer in the United States. This, workers in developed countries claim, discriminates against them unfairly. They cannot help it that they live where wages and living costs are high. Why should they suffer for that reason?

Companies, however, can also cite "fairness" to defend offshoring. Companies must make profits to survive. To do that, they need to cut expenses as much as possible. Since wages are major expenditures, it pays to hire people where labor is cheap. Moreover, foreign workers have excellent skills. Engineers in India can do jobs as well as Americans can. Would it be fair to companies if they were forced to hire expensive workers in developed countries when workers abroad — who need the jobs just as much — cost far less?

Both arguments, for offshoring and against it, are defensible. People need jobs, but their employers must make profits to pay wages. There is "fairness," then, on both sides. The question is, whose definition of it will prevail?

Summary

3

Reading Passage

Birth defects are common problems. They may be so slight that a person never notices them throughout his or her life, or they may appear during childhood in dramatic ways.

Although many congenital defects found in children are so minor that they go unnoticed, others can be very serious. Among the most frequently seen are congenital defects of the heart. More than 30 kinds of such heart defects in children are known. Together, these abnormalities affect approximately 25,000 babies born each year in the United States, or about one in 120.

Many of these conditions result in problems with blood flow in or around the heart. A newborn baby may turn blue because the body cannot get enough oxygen through the blood. In other cases, however, defects are less apparent and may take time to be detected and diagnosed. A child who is not gaining weight normally several weeks after birth, for example, may have a heart problem.

Early detection of congenital heart defects in children is, of course, important. Many cases of congenital heart disease can be diagnosed using ultrasound during pregnancy. Once a heart problem is diagnosed, various treatments may be utilized. One approach is surgery. A child with a defective heart may require an operation to correct the problem and ameliorate blood flow. Medication may be prescribed. In short, a range of remedies, surgical and otherwise, is available.

Summary

4

Reading Passage	Summary

Optical illusions occur when we perceive visual images that actually are not as we perceive them to be. Other ways to express this are to say, "What you see is not what you think you see," or "You can't believe your eyes." In optical illusions, a perception does not conform to an objective measurement. One of two lines may appear to be longer than the other, even though measurement shows them to be exactly the same length. Two colored areas in a picture may look lighter or darker than one another, although they can be proven to have identical coloration. A basketball seen in one setting may look much bigger in a different setting, although the basketball is the same size in both cases.

How do optical illusions occur? Sometimes they are physiological in character. In other words, they result from certain processes in our bodies. An example is the spot that forms momentarily in your vision after you see a flash of very bright light. The perception of a "green spot" immediately following the flash is an illusion produced as your eyes adjust to a sudden, excessive stimulus.

More subtle and interesting are cognitive illusions. Here, the illusion occurs as you interpret visual input in an incorrect or ambiguous way. Maybe you have seen the famous picture of an animal that appears to be either a rabbit or a duck, depending on how you interpret the image. The animal's head has two long extensions. In one interpretation, they become the rabbit's ears. In another interpretation, they become the duck's upper and lower bills. The actual image remains unchanged, but cognitive illusion creates two different interpretations of it.

5 **Reading Passage** | **Summary**

Many people hope we can develop new technologies that make energy available but do not harm the environment. Ideal sources of energy will reverse damage that has been done to the environment, or at least prevent more damage from happening. The reality is, however, that almost any and every technology harms the environment. To illustrate, consider plans for using hydrogen as fuel. It has been argued that we could eliminate pollution created by the use of coal, oil, gas, or nuclear power if we changed to using hydrogen as fuel instead.

In principle, hydrogen has advantages. Hydrogen is a clean fuel. That is, the only product of burning hydrogen is ordinary water. Moreover, in the form of water, hydrogen is everywhere already. Water covers most of the world's surface. To "mine" hydrogen, we need only separate the hydrogen atoms from the oxygen atoms in water. After the hydrogen fuel is burned, the water thus produced returns eventually to lakes, rivers, and seas. In theory, then, we would never run out of hydrogen. It would be an inexhaustible fuel.

Arguments in favor of hydrogen fuel, however, ignore some major problems. For example, hydrogen is not truly a clean fuel. Because the hydrogen and oxygen atoms in water are bound together strongly, much energy is needed to separate them and extract the hydrogen. That energy must have a source, which probably would be coal, oil, gas, or nuclear energy. All those energy sources create pollution. Therefore, it would be impossible to extract hydrogen from water without releasing pollution too. That means that the dream of perfectly "clean" hydrogen fuel is only a dream, and probably will remain so.

Practice 2

Listen to the lectures reading over the scripts. Underline the key ideas in the script and then organize them into a summary on the right.

MP3 2

1

Lecture

All right, let's talk about corporate sponsorship of schools. When it's done properly, it benefits both parties. Of course, schools benefit from donations of money or supplies. Corporate donations are an important source of money for schools. Such contributions may make the difference between some students attending school or being unable to do so. With money from corporations, schools can offer scholarships and build new infrastructure.

Meanwhile, corporations also benefit from this arrangement. They may use contributions to schools as a way to reduce the taxes they have to pay. Companies may also use donations to get attention for themselves. A large gift to a school is great for public relations, because the donor becomes known as a good "corporate citizen" through supporting education. What else? Well, another benefit is to guarantee a continuous supply of well-educated, highly qualified workers for corporations.

This is especially important in our time, when a well-educated work force is essential to a prosperous economy. Hmm ... it is not just a coincidence that the countries with the highest income per person also have the most highly educated populations. Education equals prosperity. Therefore, corporations that support education also support the economy which supports them.

Some corporations may go so far as to support entire schools. This policy is expensive but may be needed to provide the highly specialized training which some businesses require, but which ordinary schools are not able to provide. Of course, all corporate contributions to schools require careful planning. Donations made carelessly may do no one any good. In view of the long-term payoff, however, corporations profit from helping schools, just as schools have a strong interest in encouraging contributions from corporations. In the long run, everyone wins.

Summary

MP3 3

2

Lecture | **Summary**

Let's talk about snack food, shall we? As many of you know, potato chips are big business. Americans eat almost 3 kg of the salty snack per person each year. That translates into an industry that employs more than 60,000 people and brings in about six billion dollars in annual sales. But how did it begin?

According to one story, the potato chip was born one day in 1853 in Saratoga, New York. A customer at a resort there complained about the fried potatoes he was served. He said they were too moist, too thick, and too light on salt.

This comment made the cook angry. He decided to give the man what he craved — and he went to extremes. The cook sliced some potatoes as thinly as possible, fried them until they were brown, added huge amounts of salt, and gave a plate of them to the hard-to-please diner. The customer loved them ... and, well, so did lots of other people. Mass production followed. A potato chip factory opened in Ohio in the 1890s. Soon, factories across the United States were turning out potato chips.

If one person could be called "Mr. Potato Chip," however, that person would probably be one Herbert Lay, who, in 1932, started a company in Tennessee to distribute potato chips.

His company's name — Lay's — became almost synonymous with the product. Lay's Chips became the first brand name to be marketed successfully on a national scale. In 1944, Lay's also became the first snack food maker to buy commercials in the then-new medium of television. Now Lay's is part of the food multinational Frito-Lay. Hmm ... not bad for an angry cook's idea, wouldn't you say?

MP3 4

3

Lecture

Are you an Internet addict? Some people think there really is such an illness. It is called "Internet addiction disorder," or IAD. Let's talk about it.

People began talking about IAD in the mid-1990s. It resembled "pathological gambling," in which people become addicted to gambling, and the addiction ruins their lives. Likewise, some people spend too much time online. The Internet dominates their lives. They go through "withdrawal" — that is, feel nervous or sick — if they are deprived of it. Withdrawal symptoms may include depression and even, um, making involuntary typing motions with the fingers. Problems like these can interfere with work and personal relationships.

Not everyone thinks IAD really exists. Some experts think there is a difference between IAD and disorders like pathological gambling. A gambling addiction does great harm to the gambler and his or her family. So-called Internet addiction is usually less destructive. Besides, you can argue that people can get addicted to certain websites and activities on the Internet, but not to the Internet itself. In the same way, someone could get addicted to gambling but not to, say, the city where the gambling takes place.

But some people treat IAD as real. China, for example, set up a military-style boot camp, a really tough treatment center run by the army, to help young Chinese Internet addicts.

By the way, this issue is not important just to patients and doctors. It is important to insurance companies, too. If IAD is defined as a disorder, insurance companies might have to pay for its treatment in some cases. In a society full of Internet addicts, that could mean... well, big money.

Summary

MP3 5

4

Lecture

Summary

Today, I'd like to pick up on the point made in the reading about alternative energy sources. While the points the reading makes are fairly old, they aren't much different than that of the points made today.

The most popular alternative energy source today is biofuel. This is basically like gas that is created using plants such as corn or sugar cane. The main advantages of this are the lack of pollution and the ease with which it can be integrated into the existing society. However, both reasons are actually not true.

First, while the use of biofuel doesn't cause pollution, the production of it does. Farmers use tractors to grow the corn or plants. Also, the process of converting the plants into biofuel is very harmful to the environment, as a lot of water is needed and a lot of waste is produced. Then there is the added concern about rising food prices. You see, if farmers can make more money selling their corn to biofuel refineries, then the cost to the consumer will increase, since there will be less corn on the market. While you may think that would be small, corn is actually used in a large number of processed foods. Not to mention that many farmers also give corn to their animals. Thus, the cost of beef and chicken will also increase.

Now, the other myth is that it will be easy to add biofuel, since many cars can be designed to use it, too. While that is partially true, biofuel is actually very bad for engines and is very difficult to store. So, if you live far away from a refinery that makes biofuel, the quality of fuel you get will be much worse.

CHAPTER 02

Note-taking for Reading

You will have 3 minutes to read the passage, which will be approximately 250 words long. While the passage will reappear during the 20-minute writing portion, you do not want to waste that time by rereading the passage. You will be able to get through the passage within that time by summarizing the information you read and taking good notes.

A Note-taking

As you learned in the previous chapter, summarizing will help you to identify what the most important ideas are in the passage. However, you will not have the time to actually write those ideas down when taking the real test. When you take notes, you should take those ideas and organize and compress them so that they can be easily understood.

Take a minute to familiarize yourself with common shorthand for taking notes. If you want to create your own symbols, feel free to do so; however, make sure that you are consistent in their use so that you won't get confused later.

< Common Shorthand for Note-taking >

Symbol	Meaning	Symbol	Meaning
+, &	and	→	cause, lead to
≠	not equal	#	number
=	equal	$	money
X	not, no	∵	therefore
>	more than	∴	because
<	less than	≒	more or less
↑	increase	*e.g.*	for example
↓	decrease	*etc.*	and so on

B Example

Reading Passage	Notes
Eco-labeling is a process in which a product that meets certain environmental standards has a label on its packaging that tells the consumer the product is environmentally friendly. For example, a notebook that is made of recycled paper will have an eco-label somewhere on its cover. While the intention of the eco-label system is to promote environmentally friendly production practices, it is largely ineffective for a number of reasons.	**The author's main point** Eco-labeling – for envr. Frdly prdcts e.g. notebook – good intnt – X effect
First, most consumers are largely unaware of the system. When asked, many buyers are unaware of what an eco-label is, what it signifies, or where it can be found on a product. Furthermore, even when consumers are aware of the eco-labeling system, the large majority of those consumers do not take the ecolabel into consideration when making a purchase, as consumers are typically far more concerned with the cost of a product. As a result, eco-labels are ineffective in encouraging consumers to buy more environmentally friendly products.	**First point** – Most ppl X aware, X take serious – ppl concern cost – X effect
Another drawback to the eco-labeling system is that it is generally only used by small, local businesses. Small businesses that operate in a particularly environmentally conscious area may choose to use eco-labels. The environmental impact of these small companies, however, is minimal compared to that of large multi-national corporations, few of which use eco-labels.	**Second point** – Only used by small, local biz – in envr. consc areas – min impact
Finally, eco-labeling puts companies at a significant market disadvantage. The process of eco-labeling is expensive and drives up the cost of a product. The company must then either decide to take a smaller profit share in order to offset the cost, or pass on the cost to the consumer, which will hurt the company's sales.	**Third point** Disadvan to compnies – process $$ – profit ↓ or customer cost ↑ → hurt sales

Complete summary

Eco-labeling is environmentally friendly. For example, these labels will be seen on notebooks. The intentions are good but not effective. First, most consumers are unaware of eco-labels. So, they do not take them into consideration and are more concerned with cost. Thus, eco-labels are ineffective. Next, eco-labels are only used by small, local businesses in environmentally conscious areas; this makes the impact on the environment minimal. Finally, eco-labels put companies at a disadvantage since the process is expensive. Companies must choose between smaller profits or greater cost to the consumer. This hurts the company's sales.

Practice 1

Read the passages and underline the most important points. Complete the notes on the right, and summarize the passage at the bottom.

1

Reading Passage	Notes
At least three generations have grown up on video entertainment. Another generation of children has grown to adulthood using the Internet, with its heavy reliance on text messaging and abbreviations such as "b4" for "before" and "l8r" for "later," and graphics like :^) to express feelings. This is, in a sense, the new literacy, or what passes for literacy. When a child or adolescent spends six or seven hours per day absorbing video images or surfing the Internet, however, what happens to traditional literacy — the ability to read and write? Unless the people in charge of education are very careful, it will suffer. It is suffering now.	**The author's main point** Importance of old-style literacy – 3 generations: video entertainment → Internet using - text msg, abb. e.g. b4, l8r, :^) ⇒ new literacy – then: trad. literacy?
As late as the 1960s, reading and writing skills remained essential in basic education. Ordinary students were expected to be able to write a short essay successfully. They also were taught to read and understand text at least as advanced as a newspaper article. Any performance below this was considered substandard. In short, one learned to read and write, or failed in school. Any child who was still reading at the fifth-grade or sixth-grade level by grade 11 or 12 was thought to have a grave problem.	**First point** In 1960s – _____: essential edu. e.g. short essays, paper articles – if not able? Substandard & failed
Those days of higher expectations for literacy were also times of better discipline. Learning to read and write the old-fashioned way taught students to follow certain rules — in language, in school, and, by extension, in society overall. Now, as "new literacy" predominates, discipline and skills in reading and writing are both in decline. Was there a vital link between old-fashioned literacy and disciplined, civilized behavior? Some observers think so. They suggest that traditional literacy was much more important than we once presumed.	**Second point** Higher expectations → _____ ∵ students follow rules New literacy = reading & writing skills ↓ literacy - civilized behavior ⇒ more important than we thought

Complete summary

Three generations have grown up on video entertainment. The current generation uses the Internet, text messaging, and abbreviations to express their feelings. This is the new literacy, but as a result, traditional literacy suffers.

2

Reading Passage	Notes

Most people remember the dot-com bubble of the late 1990s. This bubble occurred between about 1995 and 2000, when stock markets showed a rapid increase in value due to growth in the then-new Internet sector. Internet-based companies, or "dot-coms," tried to increase their market share without paying much attention to net income, or actual profit. This strategy went against conventional business practice, which is to pay attention to the bottom line. The results were soaring stock prices and speculation by individuals — in short, a "bubble." When the dot-com bubble burst, the effects were felt everywhere, and a recession followed.

The author's main point

Dot-com bubble (1995-2000)
_____ ↑↑
∵ Internet sector growth
– w/o actual profit → unusual
– result: bubble → burst →
_____

This phenomenon is nothing new in the history of business. It has happened many times before, in many different places, involving everything from flowers to toys. The famous stock market crash of 1929, which marked the start of the worldwide Great Depression of the 1930s, represented a bubble's collapse. Japan had a real estate bubble in the 1980s. It also collapsed with painful results.

First point

Examples in history
many times: flowers → toys
– _____ in 1929
⇒ Great Depression (1930s)
– Japan: _____ (1980s)

Wherever bubbles happen, however, the causes are the same: greed, over-optimism, and recklessness. The price of a commodity rises to very high levels that no longer have any connection to realities such as the actual benefit one receives from it. Speculation drives more speculation in a process which continues, thus pushing prices ever higher. This process creates the so-called bubble. It cannot, however, keep going indefinitely. At some point, reality takes over. Buyers are no longer willing to pay ever-increasing prices. When that moment arrives, prices suddenly drop to where they should be, the bubble bursts, and the outcome is financial ruin, as vast amounts of wealth are destroyed.

Second point

Cause: _____
_____
Process: price ↑↑ w/o actual benefit
→ speculation → _____
⇒ price ↑↑↑
Result: reality → no will to pay →
price ↓↓↓ → _____
_____

Complete summary

Practice 1

3

Reading Passage	Notes
Genetic modification of foods is not a new practice. It has been practiced for thousands of years under the name of "selective breeding." Animals and plants were chosen because they had traits that humans found useful. Some animals were larger and stronger than others, or they yielded more food, or they had some other trait that humans valued. Therefore, they were bred because of those traits. Individuals with those traits were brought together and allowed to breed in the hope that their offspring would have the same traits in greater measure.	**The author's main point** _____: not new for a long time: _____ - animals & plants chosen ∵ useful traits → bred in hope offspring w/ same traits
Much the same thing was done with plants. To produce bigger or sweeter fruit, or grow more grain per unit of land, strains of plants were combined and recombined to produce hybrids, or crossbreeds that had the desired traits in the right combinations. All the while, however, biologists wondered: is there a more direct and versatile way to change the traits of plants and animals? Could we rewrite, so to speak, the heredity of organisms to make them serve our needs better?	**First point** Plants: for _____, more grain → hybrids in combinations More direct & versatile way?
In the 20th century, genetic modification made such changes possible at last. Now, it was possible to alter the genetic code without using the slow and uncertain process of selective breeding. It even became possible to blend plants and animals genetically: to insert animal genes into plants, for example, in order to give the plants a certain trait they ordinarily would lack, such as resistance to freezing. The result was a tremendous potential to change the very nature of biology.	**Second point** In 20th C: GM → made possible - alter genetic code w/o slow process - blend _____ e.g. resistance to freezing Result: big _____ _____

Complete summary

4

Reading Passage	Notes

For decades, the question has been debated: is human intelligence uniquely human, or is it instead capable of being replicated artificially in a computer? Could a computer be intelligent by human standards?

The author's main point

Debate: _____
– only human?
– replicated by _____?

There was no consensus about the answer. To help resolve this uncertainty, 20th century British mathematician Alan Turing proposed what is now called the "Turing test." If a computer can imitate a human successfully (that is, if the computer can demonstrate behavior indistinguishable from that of a human), Turing suggested, then the machine is intelligent.

First point

_____:
– 20th C. Brit Alan Turing
– if com can imitate human
→ machine(com): _____

Here is how the Turing test would work in practice. Imagine a human investigator arranges to communicate, through an interface using a computer keyboard and monitor, with two other entities. One of the two entities is another human. The second entity is a computer. The investigator asks questions or submits other messages that require responses from the two other entities. If the computer's responses cannot be distinguished from the human's, then the investigator has to conclude that the computer is intelligent. In that case, the computer qualifies as intelligent because it has passed itself off, so to speak, as having a human intelligence.

Second point

How it works: _____
questions human and computer, msgs communicate
- if com's response = human's
→ computer: _____

What this assumes is that a simulation of intelligence is the same as actual intelligence. Thus, a computer will have achieved consciousness since it will not only have information but also be able to think about the information and combine it in order to answer a question.

Third point

_____
= actual com must have info and think

Complete summary

Practice 1

5

Reading Passage	Notes
One of the most pressing social issues of our time is support for the elderly. As the percentage of the population over 65 years of age increases rapidly, many societies are alarmed about the projected needs of this older generation and uncertain how those needs can be met. Many elderly persons are beyond the age where they can work for their own support, even when suitable jobs for them are available (which is not always the case). Moreover, there is a practical limit to how heavily younger taxpayers may be taxed to support the old. The time will come (some would say it is here already) when the younger generation can no longer tolerate the bill for other people's grandparents and great-grandparents in addition to their own family members.	**The author's main point** Supporting _____: big current social issue – over _____ ↑↑ → their needs: alarming, uncertain – can't work for own support – limit of tax _____ can tolerate
Not only is the elderly population increasing in absolute terms, but its financial needs — for income, medical care, et cetera — are rising as well. Already, in some cases, putting an elderly person in a nursing home is said to be more costly than spending one's final years as a passenger on a luxurious cruise ship. Where is the money for the elderly's support to come from? That question is unanswered, and few people appear willing to address it honestly.	**First point** _____ ↑↑ - _____ cost > lifetime cruise ship - where is the money? no answer
To complicate matters further, the elderly are a large and powerful bloc of voters. They insist on improved benefits for themselves, and indeed consider those benefits to be their right, to be provided even at a tremendous cost to their juniors. These and other related issues mean that policy options are increasingly few, unpleasant, and controversial.	**Second point** Elderly: _____ - insist improved benefits as their right → _____: few, unpleasant, controversial

Complete summary

6

Reading Passage	Notes

During the 1960s, there was much controversy about America's "counterculture." When one spoke of the counterculture then, one thought of men with unusually long hair, teenagers using illicit drugs, movies with hallucinatory special effects, very loud and harsh music, or a wide variety of odd practices such as dressing in a fashion reminiscent of the Native Americans. Admirers praised the counterculture for rejecting sterile, old-fashioned values and customs. Critics faulted the counterculture for rejecting anything more than five or six years old, or in the slightest way "institutional."

The author's main point

_____ in America
– much controversy
– hair, drugs, odd practices, etc.
– admirers: praised for _____ sterile values & customs
– critics: faulted for rejecting anything _____
_____

"Counterculture" was, however, one of those words which, upon closer study, turned out to have very little meaning. It is made of two words that combined mean "against prevailing modes of belief and behavior." Before one can identify a counterculture, then, one must identify a prevailing culture against which it operates. This is more easily said than done. Does one define a culture or counterculture in terms of the tastes, habits, or opinions of the majority versus a minority?

First point

"Counterculture": very little meaning
- against _____
- so then what is culture? very hard to identify
- majority vs. _____?

One can cite many minority beliefs and tastes which are nonetheless considered part of mainstream culture. Country music is one of these. Not everyone likes country music. It does not reflect values and tastes that everyone holds. Its great admirers probably represent a minority in society. Yet country music is considered part of mainstream culture. It is heard all around us and influences everything from eating habits to everyday speech. Fondness for country music, then, may put one in a minority but does not make one part of a counterculture. This is just one illustration of how hard to define cultures and countercultures can be.

Second point

Minority but _____
e.g. country music
- liked by minority but still mainstream

∵ fondness for country music ≠ a counterculture
∵ cultures & counterculture: _____

Complete summary

Practice 2

Read the passages and underline the most important points. Complete the notes on the right, and summarize the passage at the bottom.

1

Reading Passage	Notes

Traditionally, most surveys have been conducted via telephone or post mail. In the 21st century, however, online surveys have emerged as a promising alternative because online surveys hold several advantages.

First, online surveys are much less cumbersome to administer and analyze. Traditional survey methods require significant manpower investments. A survey team is needed to either place the telephone calls or mail the surveys to consumers. In comparison, very little manpower is needed to distribute an online survey, as the computer can be programmed to do this automatically. Furthermore, the responses to online surveys are simply submitted to a web page, further simplifying the process.

Online surveys also lead to an increased response rate. Since online surveys can reach a far greater number of people than a traditional survey can, they naturally result in a higher number of responses. Furthermore, responding to an online survey requires very little effort on the part of a consumer, increasing the likelihood that he or she will participate in it.

Finally, online surveys allow marketers to reach a wider range of individuals than would be possible through traditional survey techniques. Reaching people of different ages, cultures, and classes is essential because it gives marketers a view of every possible opinion. Since Internet access is nearly universal, online surveys virtually guarantee that a survey will reach every possible group.

Complete summary

2 **Reading Passage** | **Notes**

Purchasing a home is the single most important monetary decision most people will make in their lifetimes. A home represents a significant investment, and it is important to protect the value of that investment. In order to do so, many homeowners choose to join homeowners associations. A homeowners association is a committee made up of homeowners in a particular neighborhood that works to preserve the value of homes in the area and improve the neighborhood in general. Homeowners associations help protect the value of a home in a number of ways.

First, these associations protect home values by ensuring that all homes in the neighborhood are clean and well kept. The association must approve any changes to the outside of homes and has the power to force homeowners to make repairs to their homes, such as repainting the home or fixing cracks in the driveways. Since homes in clean, well-kept neighborhoods sell for more money, this helps protect the value of homes.

Homeowners associations also have a considerable amount of influence with local school boards. They are able to push for more funding for schools, or seek the removal of an ineffective teacher. Since people are generally willing to pay more for a home in a neighborhood with good schools, this also protects the value of homes.

Finally, homeowners associations use membership fees to beautify and improve the neighborhood. Such fees are often used to improve local parks or build new playgrounds. These sorts of improvement projects raise the value of all the homes in the neighborhood.

Complete summary

3

Reading Passage	Notes

Firefighters and forest rangers can calculate the likelihood and potential severity of a forest fire in a particular area by measuring the fuel load of the forest. A forest's fuel load refers to the amount of easily burnable materials, such as small bushes, dead leaves, and fallen trees, the forest contains. Generally, the higher the fuel load, the greater the likelihood there will be a severe forest fire.

In a healthy forest, the fuel load is relatively low, so any forest fire that occurs is likely to be of low intensity and will go out relatively quickly. Furthermore, since the fire will be short-lived and of low heat, it will not kill the strong, mature trees of the forest. Therefore, even when a forest fire does occur, the forest is not completely destroyed.

In areas where the fuel load reaches high levels, however, forest fires are of much greater intensity because they have more fuel to feed on. These forest fires tend to burn longer, spread farther, and destroy even mature trees. Thus, high fuel loads are a significant danger.

Many of the forests in America's national parks now have unnaturally high fuel loads, largely due to a long-standing but misguided policy of the National Park Service. For decades, the National Park Service has attempted to put out all forest fires as soon as possible instead of letting less severe forest fires put themselves out. As a result, fuel loads have steadily built up in national forests, creating an unsafe situation in which widespread, highly destructive forest fires are increasingly likely.

Complete summary

4

Reading Passage	Notes

A leading question among anthropologists is: what exactly led to the development of human cities? Basically modern humans have existed on earth for over 100,000 years. Yet it is only in the last 8,000 years that they have begun to gather in significant numbers and form cities. Prior to that period, humans existed in small family or tribal groups, generally consisting of fewer than 100 individuals. What, then, led humans to make the dramatic shift from living in small groups to living in large, organized cities? It seems that the development of cities required a particular set of circumstances.

First, it required a minimum population density. For much of their early history, humans existed only in small numbers. This is due to the fact that early humans relied on hunting and gathering wild food for their survival. Even the most fertile land would only support a relatively small number of predators, so it was not until humans began to practice agriculture that they were able to gather in large enough numbers to form cities.

Furthermore, the development of a city could only be possible if a large number of people shared a common language, culture and religion. Without such unifying factors, a cooperative, peaceful existence among large numbers of people would have been impossible.

Finally, it seems that early humans needed to be faced with a large problem, which one small group of individuals could not solve on its own. Only when large-scale cooperation was needed to overcome a problem would humans come together to form cities.

Complete summary

Useful Expressions

The following are commonly used expressions for demonstrating the professor's disagreement with the ideas in the reading passage.

1. **The professor admits that / The professor insists that / The professor points** out **that** this artist's work is of **greater** value **than** most people think.

2. In suggesting / proposing that some mineral deposits may be created by bacterial activity, **the professor challenges the viewpoint expressed in the reading**.

3. **The professor places more value on** protecting forests from development **than on** the economic benefits that development might bring.

4. **The professor is against** the plan to increase fees to cover the effects of rising energy prices; **however, the reading is in favor of** such a plan.

5. **Although the reading supports** opening membership to undergraduate students, **the professor supports** restricting membership to postgraduate students only.

6. **While the reading claims that** the author's education was very important, **the professor places more importance on** the author's work experience.

7. **This directly contradicts the reading** which says that increased levels of carbon dioxide in the air are mainly responsible for global warming.

8. **The professor's statement that** these paintings are clearly the work of two different artists **refutes the points made in the reading**.

9. **The professor contradicts the reading by claiming that / The professor casts doubt on the reading by claiming that** the mysterious light seen in the night sky was a planet, not a spacecraft.

10. **The professor, in contrast to the reading, says that / Despite what the reading claims, the professor says that** there is reason to think Chinese sailors reached North America many years before Columbus.

Read the sentences, and fill in the blanks with the most appropriate expressions from the box. Change the form if necessary.

point out	**cast doubt**	**contradict**
despite	**in favor of**	**although**

1. The professor *points out* that students who sleep at least eight hours a night do better in school.

2. The professor is against the plan to charge students an extra fee; however, the reading is _____ such a plan.

3. _____ the reading supports increasing trade with other countries, the professor supports limiting trade only to those countries that we have trade agreements with.

4. This directly _____ the reading, which states that teen smoking has steadily decreased for the past five years.

5. The professor _____ on the reading by claiming that some students learn better when they listen to music as they study.

6. _____ what the reading claims, the professor says that few people are able to distinguish between the two wines.

CHAPTER 03

Note-taking for Listening

The academic listening section will last for approximately 2 minutes. Since this is the focus of your response, it is essential that you include all of the key points that the speaker mentions. Failure to include any key point will significantly impact your score, no matter how well-written the rest of the essay is.

A Note-taking

Just as in the reading section, you will need symbols and abbreviations as you take notes. However, since you will only hear the lecture, it will become harder for you to identify what is important. Thus, do NOT try to write everything down.

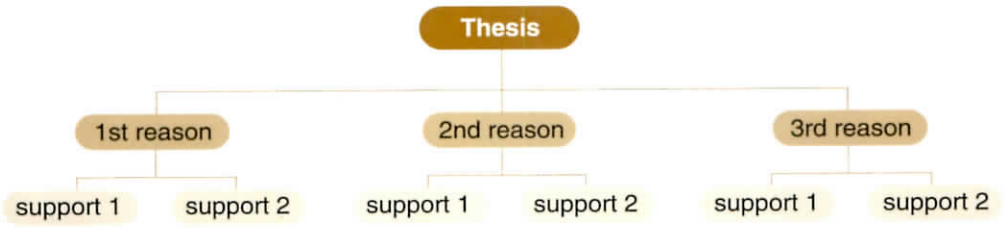
There are two ways that speakers emphasize what is important.

1. by emphasizing or repeating key words, ideas, or phrases
2. by using expressions that draw the listener's attention to important information

< Important Transition Words >

- First, Second, Third...
- The main reason/role, another reason/role, one reason/role
- There are two/three/four types/kinds/groups/ways
- For instance/example/another example
- Primarily, Importantly
- The key feature of

Your notes should follow this basic outline:



B Example

As you listen, underline what you think are the most important parts.

MP3 6

Okay. Today, I want to talk to you about eco-labels ... uh, specifically, I want to clear up some of the misconceptions that surround them. Contrary to popular belief, eco-labels are actually quite an effective means of promoting environmentally friendly practices in the marketplace. To prove my point, I'll use a fairly well-known example: dolphin-safe tuna.

I'm sure all of you have seen cans of tuna fish that have a little label on them saying no dolphins were killed while catching the tuna, right? Well, that is an example of an eco-label — and it's a pretty successful one. Studies have shown that consumers have a high awareness of what dolphin-safe tuna is, and that they prefer to purchase brands with the dolphin-safe label over brands without it, even when the dolphin-safe tuna is more expensive.

Now, some of the tuna companies that use the dolphin-safe tuna label are some of the largest producers of tuna in the world, dispelling the myth that it's only small companies that employ eco-labels. Another example would be in the homebuilding industry, where many major home builders use an eco-label to indicate that the wood used to build their houses comes from environmentally friendly suppliers. In fact, if you take a look at almost any industry, you will see that many of the leading manufacturers use eco-labels.

The reason that so many large companies use eco-labels is that they find significant benefits in doing so. By using an eco-label, the company gains a reputation as being environmentally responsible. This becomes a great marketing strategy for the company and often helps to increase its sales.

Here's the same lecture again, but this time it has been marked up for you.

Okay. Today, I want to talk (Indicates the topic) to you about eco-labels ... uh, specifically, I want to clear up some of the misconceptions that surround them. Contrary to popular belief, eco-labels are actually quite an (Narrows the topic) effective means of promoting environmentally friendly practices in the marketplace. (Topic) To prove my point, I'll use a fairly well-known example: dolphin-safe tuna. (Example)

I'm sure all of you have seen cans of tuna fish (First point) that have a little label on them saying no dolphins were killed while catching the tuna, right? Well, that is an example of an eco-label — and it's a pretty successful (More specific example) one. Studies have shown that consumers (Supports the first point) have a high awareness of what dolphin-safe tuna is, and that they prefer to purchase brands with the dolphin-safe label over brands without it, even when the dolphin-safe tuna is more expensive.

Now, some of the tuna companies (Second point) that use the dolphin-safe tuna label are some of the largest producers of tuna in the world, dispelling (Relationship to reading) the myth that it's only small companies that employ eco-labels. Another example (Supports the second point) would be in the homebuilding industry, where many major home builders use an eco-label to indicate that the wood used to build their houses comes from environmentally friendly suppliers. In fact, if you take a look at almost any industry, you will see that many of the leading manufacturers use eco-labels.

The reason (Third point) that so many large companies use eco-labels is that they find significant benefits in doing so. By using an eco-label, the company gains a reputation as being environmentally responsible. (Supports the third point) This becomes a great marketing strategy for the company and often helps to increase its sales.

Notes:

Eco-labels: effect promote env frndly goods

e.g. dolphin-safe tuna

1. label on cans, X dolphins killed → successful
   - consumers aware
   - prefer even though more $$
2. Largest comp in world use
   - dispel myth only small
   - another - home building env frind - wood
   - any industry
3. benefits

   rep. envir resp/marketing/ sales ↑

» Listen to the lectures and complete the notes.

MP3 7

1

Lecture

Notes:

Every gen. fault with next

1. Plato complained about plays
   –
   –
2. Internet makes kids less polite
   –
   –
3. Concerns about lit. X founded
   –
   –
4. Kids more literate
   –
   –

MP3 8

2

Lecture

Notes:

1st bubble market – tulip mania

1.
   – Nether. 1600s tulips intro
   –
   –
2.
   – Not sustainable
   – Bubble pops
   –

Practice 1

MP3 9

3 **Lecture**

Notes:

Genetic Modification

GM in principle:
- save time & effort
-

1. things: not work as in principle
   -
   - results: not what we expect
2.
   - change in a gene → change whole organism
3. changes in organism: affect others
   - GM food:
   - Organism: complex
   - Little change →
   - Can't foresee

∴

MP3 10

4 **Lecture**

Notes:

Phenomenal Consciousness & Access Consciousness

- no definition accepted by all

1.
   - experience of phenomena
   -
2. Access cons.
   - access to info (by phenom. cons.)
   - info by reflecting
     →

→ many other interpret. & models

5

MP3 11

Lecture

Notes:

The Problem of Supporting the Elderly

prob:
Global ↑ but rich countries ↓

1. ↑ age –
   – older ppl vote
   – politic want to help them
2.
   – retire X work
   –
   – ↑ help
3.

6

MP3 12

Lecture

Notes:

How to Spot a Counterculture

Concept of counterculture:
/ identifying it: possible

Counterculture:
1. – if social movement, lifestyle, etc.: viewed with shock or horror
   – if not:
2. – if change: sudden, dramatic
   –
   – new & unfamiliar expressions of traditional ideas & customs
3. –
   – if not: just a short-lived fad

Counterculture:
∵ general characteristics

Practice 2

Listen to the lectures and complete the notes.

1 MP3 13

Lecture

Notes:

2 MP3 14

Lecture

Notes:

MP3 15

3 Lecture

Notes:

MP3 16

4 Lecture

Notes:

Useful Expressions

The following are commonly used expressions for demonstrating the professor's support of ideas in the reading passage.

1. **What the professor says about** statistics **supports the reading's claim that** one should be skeptical of many statistical summaries.

2. **The professor talks about/discusses** the eruption of Mt. St. Helens in 1980 **to support the explanation of** why some volcanoes are more dangerous than others.

3. **In the lecture, the professor uses / mentions** the decline in amphibian populations **as an example of** the situation pointed out by the reading.

4. **This supports the point mentioned / made in the reading that** it is easy to misidentify an object in the sky and conclude that a star or planet is a UFO.

5. **The points the professor makes in the lecture prove that** the most orderly and peaceful societies in the world tend to be the most literate as well.

6. **The speaker argues that** money does not always ensure a person's happiness.

7. **According to the lecture / speaker / professor,** they should try to reduce the percentage of fatty foods in their diet.

8. **The professor uses the example** of coyotes in Yellowstone National Park **to illustrate** the benefit of predators in the wild.

9. **To begin with**, the speaker mentions the damage that large-scale farms have on the environment.

10. **This explanation supports the reading's claim that** irrigation can in fact sometimes be harmful to the environment.

Complete the concluding sentences arranging the broken parts of each sentence and using the expressions on the page 108.

1. the teachers / spend more time / will be able to / with each student

   → What the professor says about statistics supports the reading's claim that in smaller classes, the teachers will be able to spend more time with each student .

2. than learning a first language / learning a second language / is more difficult

   → The points the professor makes in the lecture that _____ _____ .

3. diet and exercise / who want to lose weight / people / must

   → the lecture, _____ _____ .

4. some geniuses / as a result of their gift / suffer

   → The professor uses of Mozart to that _____ _____ .

5. the tulip bubble / the damage / did to the Dutch economy

   → , the speaker mentions _____ _____ .

6. are ready for / not all children / school at the same age

   → This the reading's claim that _____ _____ .

CHAPTER 04

Structuring Responses

The essay for the Integrated Task is not as formal as the one for the Independent Task. Since it does not follow the typical Introduction-Body-Conclusion format, some students find themselves wandering a bit. However, despite the non-traditional layout of the essay, there is still a very set format that you can use to ensure that you include all of the information.

A Structure

Introduction	• Summary of the speaker's position • Relationship of the lecture to the reading
1st Body Paragraph	• Summary of speaker's first point • Tie to the reading
2nd Body Paragraph	• Summary of speaker's second point • Tie to the reading
3rd Body Paragraph	• Summary of speaker's third point • Tie to the reading

As mentioned previously, the prompt asks you to summarize the speaker's points. Thus, the flow of the essay should reflect the flow of the lecture that you heard.

B Outlining

The following are the reading and listening notes from the examples in Chapter 2 and Chapter 3. We can combine the notes to make an outline. Make sure the relationship between the lecture and reading passage matches.

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Notes

Reading Notes

Eco-labeling – for envr. Frdly prdcts
e.g. notebook
– X effect

1. Most ppl - X aware, X take serious
   – ppl concern cost
   – X effect
2. Only used by small, local biz
   – in env. consc areas
   – min impact
3. Disadvan to companies
   - process $$
   - profit ↓ or customer cost ↑ → hurt sales

Listening Notes

Eco-labels: effect promote env frndly goods
e.g. dolphin-safe tuna

1. label on cans, X dolphins killed ⇒ successful
   – consumers aware
   – prefer even though more $$
2. Largest comp in world use
   – dispel myth only small
   – home building env. frind - wood
   – any industry
3. benefits
   – rep. env. resp/marketing/ sales ↑

Outline

Introduction	**Speaker's position:** Eco-labeling is effective for promoting environmentally friendly products. **Relationship:** Contradicts the reading, which says eco-labeling is not effective
Body Paragraph 1	**Speaker's point 1:** Consumers are aware of labels and prefer to buy products with them. **Tie:** Most people are unaware and mostly concerned with cost.
Body Paragraph 2	**Speaker's point 2:** Largest companies in the world use eco-labeling. Also, home building industry and other industries. **Tie:** Only used by small local businesses and so has a minimal impact.
Body Paragraph 3	**Speaker's point 3:** Eco-labels have benefits to companies since they improve reputation, marketing, and sales. **Tie:** Eco-labels hurt companies' sales by increasing costs.

Sample response

For the introduction, state the speaker's position and then its relationship to the reading.

Introduction	**Speaker's position:** *Eco-labeling is effective for promoting environmentally friendly products.* **Relationship:** *Contradicts the reading, which says eco-labeling is not effective*

The professor says eco-labeling is an effective way to promote environmentally friendly business practices. In several ways, this directly contradicts the reading, which says that eco-labeling is not effective even though the eco-label system is intended to promote production processes that do not harm the environment.

For the body paragraphs, state the speaker's point and then elaborate with two or three sentences. The paragraph should end with how the speaker's point is related to a point made in the reading.

Body Paragraph 1	**Speaker's point 1:** *Consumers are aware of labels and prefer to buy products with them.* **Tie:** *Most people are unaware of eco-labeling and mostly concerned with cost.*

To begin with, the professor states that many customers are aware of the eco-labels. Using the example of dolphin-safe tuna cans, which was very successful, the professor shows that customers prefer to buy products with the labels even though they may be more expensive. This directly contradicts the claim in the reading that many customers are unaware of eco-labeling and are more concerned with price than eco-friendliness in any case.

Body Paragraph 2	**Speaker's point 2:** *Largest companies in the world use eco-labeling. Also, home building industry and other industries.* **Tie:** *Only used by small local businesses and so has a minimal impact.*

The professor then discusses how large the tuna companies are that use the label. In addition, the professor states that the homebuilding industry also uses eco-labels for wood. He specifically states that this dispels the myth that only small companies use the eco-labels, which clearly refutes the reading's argument that eco-labeling is used mostly by small, local businesses, and this limits its effectiveness.

Body Paragraph 3

Speaker's point 3: *Eco-labels have benefits to companies, since they improve reputation, marketing, and sales.*

Tie: *Eco-labels hurt companies' sales by increasing costs.*

Finally, the professor says that eco-labeling helps big companies gain a market advantage by giving them a reputation as eco-friendly, thereby increasing the companies' sales. This directly contradicts the reading, which asserts that eco-labels hurt companies' sales by increasing costs.

Complete response

The professor says eco-labeling is an effective way to promote environmentally friendly business practices. In several ways, this directly contradicts the reading, which says that eco-labeling is not effective even though the eco-label system is intended to promote production processes that do not harm the environment.

To begin with, the professor states that many customers are aware of the eco-labels. Using the example of dolphin-safe tuna, which was very successful, the professor shows that customers prefer to buy products with the labels even though they may be more expensive. This directly contradicts the claim in the reading that many customers are unaware of eco-labeling and are more concerned with price than eco-friendliness in any case.

The professor then discusses how large the tuna companies are that use the label. In addition, the professor states that the home building industry also uses eco-labels for wood. He specifically states that this dispels the myth that only small companies use the eco-labels, which clearly refutes the reading's argument that eco-labeling is used mostly by small, local businesses, and this limits its effectiveness.

Finally, the professor says that eco-labeling helps big companies gain a market advantage by giving them a reputation as eco-friendly, thereby increasing the companies' sales. This directly contradicts the reading, which asserts that eco-labels hurt companies' sales by increasing costs.

Practice 1

» **Use the notes to complete the outlines. Then write out your responses.**

1

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Notes

Reading Notes

importance of old-style literacy
- – 3 generations: video entertainment
- → Internet using - text msg, abb. e.g. b4, l8r, :^)
- ⇒ new literacy
- – then: trad. literacy? → suffering

In 1960s
- – reading and writing : essential edu.
  e.g. short essays, paper articles
- – if not able? Substandard & failed

Higher expectations
- → better discipline
- ∵ students follow rules

New literacy =reading & writing skills ↓
literacy - civilized behavior
→ more important than we thought

Listening Notes

Every gen. fault in next

1. Plato complained about plays
   - – Novels destroy morals,
   - – crit complain TV
2. Internet makes kids less polite
   - – X true
   - – kids just express dif
3. concerns about lit. X founded
   - – kids reading dif things
   - – like weblogs - blogs
4. Kids more literate
   - – past data X include poor
   - – b/c internet students get what interests them

Outline

Introduction	**Speaker's position:** Every generation finds fault with the next generation. **Relationship:** Casts doubt on argument that current generation is worse
Body Paragraph 1	**Speaker's point 1:** People have always complained in the past about new inventions. **Tie:**
Body Paragraph 2	**Speaker's point 2:** Kids are not less polite than in the past; they just express themselves differently. **Tie:**
Body Paragraph 3	**Speaker's point 3:** Kids still read, just that they read different things. **Tie:**

Response

Practice 1

2 **Question:** Summarize the points made in the lecture you just heard, explaining how they illustrate points made in the reading.

Notes

Reading Notes

Dot-com bubble (1995-2000)

stock market value ↑ ↑
∵ Internet sector growth
– w/o actual profit → unusual
– result: bubble → burst → recession

Examples in history
– many times: flowers → toys
– stock market crash in 1929
⇒ Great Depression (1930s)
– Japan: real estate bubble (1980s)

Cause: greed, over optimism, recklessness
– Process: price ↑ ↑ w/o actual benefit
→ speculation → speculation ⇒ price ↑ ↑ ↑
– Result: reality → no will to pay ⇒ price ↑ ↑ ↑
→ financial ruin

Listening Notes

1st bubble market – tulip mania

1. Mania for tulips
– Nether. 1600s tulips intro
– Skyrocketing in price

2. ppl just buy and resell
– Not sustainable
– Bubble pops
– Ruin for invest and dutch econ

Outline

Introduction	**Speaker's position:** Tulips were the first bubble market. **Relationship:** Reflects the same points as the lecture
Body Paragraph 1	**Speaker's point 1:** Tulip mania grew but had no basis. **Tie:**
Body Paragraph 2	**Speaker's point 2:** The bubble pops and hurts investors and economy. **Tie:**

Response

Practice 1

3 **Question:** Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Notes

Reading Notes

GM of food : not new

. for a long time: selective breeding
  – animals & plants chosen
  ∵ useful traits
  → bred in hope offspring w/ same traits

Plants:
  – for bigger, sweeter fruit, more grain
    → hybrids in combinations
  – more direct & versatile way? In 20th C: GM
    → made possible
  – alter genetic code w/o slow process
  – blend plants & animals genetically e.g. resistance to freezing

Result: big potential to change the nature of biology

Listening Notes

Genetic Modification

GM in principle:
  – save time & effort
  – serve our needs better

Question about this?

1. things: not work as in principle
   – heredity: very complex
   – results: not what we expect
2. traits: not added like a car option
   – change in a gene → change whole organism
   – can't guess how it will turn out
3. changes in organism: affect others
   – GM food: affect animals eating it or no reproduce or die out
   – Organism: complex
   – Little change → change ecosystem
   – Can't foresee

∴GM: dangerous, need great caution

Outline

Introduction	**Speaker's position:** The professor believes that genetic modification could lead to a number of problems. **Relationship:** Contrasts with the reading which says possible benefits
Body Paragraph 1	**Speaker's point 1:** Things do not work out according to principle. **Tie:**
Body Paragraph 2	**Speaker's point 2:** Changes to the whole organism cannot be predicted. **Tie:**
Body Paragraph 3	**Speaker's point 3:** Changes to one organism can impact other creatures. **Tie:**

Response

Practice 1

4 **Question:** Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Notes

Reading Notes

Debate: human intelligence
- only human?
- replicated by a computer?

Turing test:
- 20th C. Brit Alan Turing
- if com can imitate human → machine(com): intelligent

How it works: human investigator
- Questions human and computer , msgs communicate
- if com's response = human's → computer: intelligent

Simulation of intelligence = actual
Com must have info and think

Listening Notes

Phenomenal Consciousness & Access Consciousness

Human: conscious
- no definition accepted by all

1. Phenomenal cons.
   - experience of phenomena
   - set of things u perceive
2. Access cons.
   - access to info (by phenom. cons.)
   - what u learned already
   - info by reflecting → thinking, evaluating, interpreting

Whole thing: bigger, more complex → many other interpret. & models

Outline

Introduction	**Speaker's position:** Computers can't be conscious. **Relationship:** Contrast idea that computers will attain consciousness
Body Paragraph 1	**Speaker's point 1:** Phenomenal consciousness is information. **Tie:**
Body Paragraph 2	**Speaker's point 2:** Access consciousness is different. **Tie:**

Response

Practice 1

5 **Question:** Summarize the points made in the lecture you just heard, explaining how they illustrate points made in the reading.

Notes

Reading Notes

Supporting the elderly: big current social issue
- over 65 yrs ↑ ↑ → their needs: alarming, uncertain
- can't work for own support
- limit of tax the young can tolerate

Financial needs ↑ ↑
- nursing home cost > lifetime cruise ship
- where is the money? X answer

Elderly: large & powerful voters
- insist improved benefits as their right

→ policy options: few, unpleasant, controversial

Listening Notes

The Problem of Supporting the Elderly

problem: underpop.

Global ↑ but rich countries ↓

1. ↑ age – political effects
   - older ppl vote
   - politic want to help them
2. financial impact
   - retire X work
   - government x help
   - ↓ help
3. taxes on young ↑

Outline

Introduction	**Speaker's position:** Underpopulation is a serious problem. **Relationship:** Illustrates the difficulties the elderly will face
Body Paragraph 1	**Speaker's point 1:** The elderly have a great impact on which laws are passed. **Tie:**
Body Paragraph 2	**Speaker's point 2:** The government will have trouble supporting the increasing numbers of elderly. **Tie:**
Body Paragraph 3	**Speaker's point 3:** There will be increased taxes on the young. **Tie:**

Response

Practice 1

6 **Question:** Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Notes

Reading Notes

Counterculture in America
- much controversy
- hair, drugs, odd practices, etc.
- admirers: praised for rejecting sterile values & customs
- critics: faulted for rejecting anything a little old or conventional

"Counterculture": very little meaning
- against dominant belief & behavior
- so then what is culture? very hard to identify
- majority vs. minority?

Minority but mainstream culture
e.g. country music
- liked by minority but still mainstream

∴ fondness for country music ≠ a counterculture

∴ cultures & counterculture: indefinable

Listening Notes

How to Spot a Counterculture

Concept of counterculture:
criticized: vague, not exact /but identifying it: possible

Counterculture:

1. – if social movement, lifestyle, etc.: viewed with shock or horror
   – if not: just a fad
2. – if change: sudden, dramatic, either of
   – shift from old belief & behavior; OR
   – new & unfamiliar expressions of traditional ideas & customs
3. – if change lasts despite disapproval
   – if not: just a short-lived fad

Counterculture: valid concept
∵ general characteristics

Outline

Introduction	**Speaker's position:** It is possible to identify a counterculture. **Relationship:** Contradicts the reading, which states that counterculture has no meaning
Body Paragraph 1	**Speaker's point 1:** Counterculture is a social movement, not a fad. **Tie:**
Body Paragraph 2	**Speaker's point 2:** Counterculture is a sudden or dramatic change. **Tie:**
Body Paragraph 3	**Speaker's point 3:** Counterculture is a change that persists. **Tie:**

Response

Practice 2

Use the notes to complete the outlines. Then write out your responses.

1

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Notes

Reading Notes

Advantages of online surveys

1. Much easier to administer & analyze
   - traditional surveys: require much manpower
     - computers: do ppl's work automatically
2. Increased response rate
   - can reach a greater number of ppl.
   - consumers put v. little effort
3. Wider range of individuals
   - marketers get every possible opinion
   - Internet access: universal

Listening Notes

Disadvantages of online surveys

1. Take a lot of manpower
   - write program, run the website
   - protect it from computer hackers
2. Getting enough responses: difficult
   - most Internet users ignore surveys and click past
   - don't respond to a survey
3. Often inaccurate
   - not accurate reflection of society
   - many ppl. don't use Internet e.g. elderly & poor ppl

Outline

Introduction	**Speaker's position:** **Relationship:**
Body Paragraph 1	**Speaker's point 1:** **Tie:**
Body Paragraph 2	**Speaker's point 2:** **Tie:**
Body Paragraph 3	**Speaker's point 3:** **Tie:**

Response

Practice 2

2 **Question:** Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Notes

Reading Notes

H.A. help protect the value of home

1. Keep neighborhood clean & well kept
   - approval needed with changes
   - force homeowners repair homes
2. Influence local school board
   - more funding for schools
   - remove ineffective teachers
3. Membership fees to beautify & improve neighborhood
   - improve local parks
   - build new playgrounds

Listening Notes

Challenging the view of reading on H.A.

1. Prevent from making improvements
   - e.g. building a pool: increase value of home, but may not be allowed
2. Interfere with local government policies
   - officers: not professional educators
   - do more harm > good → lower property values
3. Not cost-effective
   - spend money on individual home instead of paying membership fees → greater increase in value

Outline

Introduction	**Speaker's position:** **Relationship:**
Body Paragraph 1	**Speaker's point 1:** **Tie:**
Body Paragraph 2	**Speaker's point 2:** **Tie:**
Body Paragraph 3	**Speaker's point 3:** **Tie:**

Response

Practice 2

3

Question: Summarize the points made in the lecture you just heard, explaining how they are similar to or different from points made in the reading.

Notes

Reading Notes

Forest Fires (Problem)

1. Forest's fuel load:
   – amount of burnable materials
   – fuel load ↗ → severe forest fire ↗
2. Healthy forest: low fuel load
   – fire: short-lived, low heat
   → not dangerous
   – Forest with high fuel load
   → intense, longer, destructive
   → great danger
3. American parks: fuel load ↑

∵ wrong policy (put out all ASAP) → forests: unsafe

Listening Notes

Programs to cut risk of fires

1. Setting small controlled fires
   – to burn away fuel load in forests
   – good: reduce fuel load w/o much physical labor
   – bad: danger of causing bigger fires if not properly controlled
2. Clearing fuel load manually
   – cut down dead trees, remove fallen logs in forests
   – good: little risk
   – bad: much labor & manpower impractical in some areas

∴ balance 2 methods/alternate

Outline

Introduction	**Speaker's position:** **Relationship:**
Body Paragraph 1	**Speaker's point 1:** **Tie:**
Body Paragraph 2	**Speaker's point 2:** **Tie:**

Response

Practice 2

4 **Question:** Summarize the points made in the lecture you just heard, explaining how they illustrate points made in the reading.

Notes

Reading Notes

What led to formation of cities

1. Minimum population density
   – early history: only small groups
   ∵ relied on hunting & gathering
   – practice agriculture → gather in large numbers → form cities
2. Common language, culture & religion
   – peaceful existence impossible w/o such unifying factors
3. Faced with a large problem
   – problem small groups can't solve
   – large scale cooperation needed

Listening Notes

Formation of city-states of Ur & Kish

1. Agriculture : more food & bigger population
   – first: hunter gatherers → 10,000 BC: began agriculture → population grew
2. Developed common culture & religion
   – agriculture: need to stay in one place
   – similarity of religious statues in various sites
3. Solving a larger problem together
   – 8,000 BC drier climate → irrigation
   – irrigation: digging huge ditches, much work → cooperation → cities formed

Outline

Introduction	**Speaker's position:** **Relationship:**
Body Paragraph 1	**Speaker's point 1:** **Tie:**
Body Paragraph 2	**Speaker's point 2:** **Tie:**
Body Paragraph 3	**Speaker's point 3:** **Tie:**

Response

CHAPTER 05

Coherence and Sentence Variety

A Coherence

There are two main ways to achieve coherence structurally:
1. Unity
2. Repetition

Unity

Unity is keeping all the sentences on topic. Avoid adding extra sentences to try and make the essays longer. They rarely add much to the development of the essay, and just serve to distract. Read the following two paragraphs. Which one do you think has unity and which one does not?

> Increasing numbers of researchers are now willing to admit that extraterrestrial life, or life on other planets, is possible. This is a tremendous change from even just a few years ago. Back then, no scientist wanted to be associated with extraterrestrial life. It could have ruined a young scientist's career if he were thought to have been interested in searching for aliens. All the most important astronomers were focused on other subjects. Increased interest has brought more money into research. Even governments are spending the money necessary to support these new ventures.

> Increasing numbers of researchers are now willing to admit that extraterrestrial life, or life on other planets, is possible. This is a tremendous change from even just a few years ago. Increased interest has brought more money into research. Even governments are spending the money necessary to support these new ventures. This money has been used to construct large receivers to listen to the stars and see if signals can be heard. While the chances are small of finding anything, the possible rewards from any discovery would be huge.

The first paragraph does not have unity. The main idea of the paragraph is the willingness of researchers to now admit that extraterrestrial life is possible. However, the sentences "Back then, no scientist wanted to be associated with extraterrestrial life. It could ruin a young scientist's career to be though of as interested in searching for aliens. All the most important astronomers were focused on other subjects." are off topic.

Organize the following sentences into a coherent paragraph. Omit the irrelevant sentences and add transitions when appropriate.

Sentences

- scientists have not given up the search
- the idea of life on other worlds has captured people's imagination for centuries
- scientists have planned new missions to other planets and moons within our solar system in the search for signs of life
- its presence would hint at the possibility of life
- water is a critical requirement for life
- within the next decade, scientists should be able to send astronauts to Mars
- water will be necessary to sustain any human settlements on other planets
- tests on Mars did not reveal alien life
- many nations have started to send probes to other planets in search of life
- water is plentiful on Earth
- the United States space organization, NASA, has, on its recent mission to Mars, searched for signs of water

Your paragraph

Many nations have started to send probes to other planets in search of life.

Repetition

Repetition is the use of similar sentence structures at similar points to enable readers to identify the relationship between the sentences even without keywords or transitions. It gives a subconscious clue to the reader. The traditional sentence structure relies upon S-V-O. In order to make the repetitive structure used stand out, it needs to be fairly unusual. Here are some more advanced clauses that can be used to create your sentences.

There are three main types of clauses that can be added to sentences.

Type	Use	Construction
Noun clause	Functions as a noun	Consists of a subject and verb preceded by that wh-words if / whether
Adverbial clause	Used to indicate time, place, frequency or distance, manner, reason, purpose, and contrast	Consists of a subject and verb preceded by a subordinate conjunction
Relative clause	Functions as an adjective	Consists of a subject and verb preceded by a relative pronoun (the relative pronoun may also be the subject of the clause) or relative adverb

1. Noun clause

- *The professor says* ***that overfishing remains a serious problem in Alaska.***
  = *The professor argues* ***that overfishing has yet to be addressed by the local government.***

2. Adverbial clause

- ***Because fishing is so important to the Alaskan economy,*** *the professor highlights how serious the issue is.*
  = ***Since the fishermen are concerned,*** *the professor is surprised by the lack of attention by the local government.*

3. Relative clause

- *The professor begins by discussing overfishing,* ***which is a very serious problem in Alaska.***
  = *The professor then discusses the local government,* ***which has not done much to address the issue.***

» Identify the type of clause being used.

1 Grades are **what some students believe to be most important**.

→ Noun Clause

2 **Even though the professor clearly disapproves**, he admits that it isn't illegal.

→ _____

3 Overexercising can lead to a heart attack, **which is the leading cause of death**.

→ _____

4 **Whether they should purchase a laptop or not** is the first decision many college freshmen make.

→ _____

5 There are three points **with which the professor disagrees**.

→ _____

6 The professor argues that dogs are smart, **although the professor said there was no proof**.

→ _____

7 **Because there was no proof**, the speaker rejects the arguments made in the reading.

→ _____

8 **That their parents can't understand them** is a common complaint among teenagers.

→ _____

9 The award **that I had won** was placed in the school's trophy case.

→ _____

10 **Since there have been numerous studies**, the evidence is fairly convincing.

→ _____

B Sentence Variety

Participles from Relative Clauses

A participle is a word that is formed by taking a verb and conjugating it. It functions as an adjective. When making a participial phrase, the relative pronoun is removed first. If there is a *be* verb, then it is dropped as well. If there is no *be* verb, then *-ing* is added to the verb.

- *The taxi* ***that was called by the woman*** *pulled up to the curb.*
  = *The taxi* ***called by the woman*** *pulled up to the curb.*
- *The football players,* ***who waved to the crowd****, walked off the field.*
  = *The football players,* ***waving to the crowd****, walked off the field.*

1. Restrictive participial phrase

A restrictive participial phrase is one that is necessary for the sentence; that is, without the phrase, the meaning of the sentence will change. It always follows the noun that it modifies, and it does NOT use a comma.

- *The student* ***getting the highest score on the test*** *will win a prize.*
  → ***Getting the highest score on the test*** *is restrictive since without that information, you wouldn't know which student will win the prize.*

2. Nonrestrictive participial phrase

A nonrestrictive participial phrase is one that is extra information; that is, the presence or absence of the phrase does not affect the meaning. It can either precede or follow the noun that it modifies and is always offset by commas.

- *Jenna,* ***watching TV****, shouted when she heard that she had won.*
  = ***Watching TV****, Jenna shouted when she heard that she had won.*
  → ***Watching TV*** *is nonrestrictive since it does not change the subject of the sentence. Either with or without it, you know that Jenna was the one who shouted.*

Participles from Adverbial Clauses

When one is changing an adverbial clause into a participial clause, the subject of the independent clause and the subject of the adverbial clause must be the same. The subordinate conjunction is not always dropped.

	Adverb	Example
Keep	**Before**	**Before you go to bed**, you should brush your teeth. = **Before going to bed**, you should brush your teeth.
	Since (time)	Jack hasn't been back to Korea **since he went to America**. = Jack hasn't been back to Korea **since going to America**.
Drop	**Because** **Since** **As**	**Because Mary was sick**, she went home early. = **Being sick**, Mary went home early.
Keep or Drop	**After** **While** **When**	**When she ate out**, she always chose the same dishes. = **When eating out**, she always chose the same dishes. = **Eating out**, she always chose the same dishes.

The punctuation rules for these participial phrases follow the same ones as complex sentences. When the phrase starts the sentence, it is offset by a comma. If the phrase comes after the independent clause, then do not use a comma.

Practice 3

» Rewrite the following sentences and change the relative or adverbial clauses into participial clauses. The first one has been done for you.

1 The boy who spoke during class was punished by the teacher.

→ The boy speaking during class was punished by the teacher.

2 I went to school after I ate breakfast and brushed my teeth.

→ _____

3 Few people can sing as well as my sister, who is considered the best by her friends.

→ _____

4 Because Jenna did not eat her dinner, she did not get any dessert.

→ _____

5 My bag, which was lying on the floor, caused the teacher to trip.

→ _____

6 Before John took the TOEFL, he studied every day.

→ _____

7 I spilled my soda on the dress that was hanging on the back of the chair.

→ _____

8 As he got used to Korea, Jeff started to feel at home.

→ _____

9 The girl who was speaking to you is the best student in class.

→ _____

10 While I visited America, my parents traveled to Europe.

→ _____

Vocabulary does play a role in your writing score. Not only will the examiners look to see if you use the words correctly, but they will also want to see a variety of different words used.

1 Match the words in bold to the correct definition from the box.

(1) _____ How did you **come up with** a correct answer to the problem without using accurate data?

(2) _____ Sam was so surprised at winning an award that he was **at a loss for words** when he learned about it.

(3) _____ Some of his experiences during childhood caused him to **have a prejudice against** women when he grew up.

(4) _____ People **have a stereotype of** diamonds as brilliantly polished stones, but many diamonds actually look less beautiful than that.

(5) _____ Though very sick and exhausted, the patient still had **the presence of mind** to call a doctor for help.

(6) _____ It can be unpleasant to **bottle up one's feelings**, but sometimes it is necessary to do so.

(7) _____ An **introvert** rarely makes a good sales person, whereas an extrovert is more outgoing and therefore better at selling things.

(8) _____ In many cases, losing weight is a matter of **willpower** and choosing to avoid certain foods.

(9) _____ To **jog their memory**, some people with many different email accounts keep clues to their passwords with them.

(10) _____ The band members played the wrong song at the ceremony, but they did not do so **on purpose**.

A. the ability to deal with a dangerous situation calmly and quickly
B. deliberately
C. uncertain about or unable to think of what to say
D. to think of an idea or answer
E. the ability to control your mind and body to achieve what you want to do
F. to deliberately not allow oneself to show feelings or emotions
G. to have an unreasonable dislike or distrust of people in some way
H. someone who is quiet and shy, and does not like to be with others
I. to have a belief or idea of what a type of person or thing is like, often unfairly
J. to make somebody remember something

Practice 4

2 Match the words in bold to the correct definition from the box.

(1) _____ Even in a multicultural society, some immigrants find it hard to **assimilate into** a new community.

(2) _____ The clothing that one wears is likely to reflect one's **social status**, but this is not always the case.

(3) _____ The smallest act of some celebrities is enough to **make headlines** in media around the world.

(4) _____ Many different kinds of shops have locations on this street, because people from all **walks of life** pass along it.

(5) _____ One danger of becoming famous is that other people may try to **invade your privacy** because you are a public figure.

(6) _____ Product shows display **cutting-edge** technologies that look new today but may seem old-fashioned in a few years.

(7) _____ The success of anti-noise barriers along the highway showed that traffic noise is not a **necessary evil** in our neighborhood.

(8) _____ Nowadays, it is important for products to present an **eco-friendly** image to consumers who are concerned about the environment.

(9) _____ Construction of railroads in the 19th century **paved the way for** the development of major cities in the western United States.

(10) _____ Not everyone who takes part in the debate about **climate change** agrees on the exact causes of global warming.

A. to make further development easier
B. something unpleasant that you have to accept in order to get what you want
C. to be reported in many newspapers and on TV and radio
D. to look into details about your private life in an upsetting and illegal way
E. most advanced and newest in a field
F. not harmful to the environment
G. to adopt the culture or attitudes of a group or nation
H. serious weather changes on the Earth, caused naturally or by human activities
I. a rank or position in a social hierarchy
J. the position somebody has in society, especially the kind of job they have

3 Match the words in bold to the correct definition from the box.

(1) _____ **Cultural heritage** is very important in this town, which has restored its downtown area to the way it looked 150 years ago.

(2) _____ Many people think **show business** is glamorous, but people involved in it would probably tell you a different story.

(3) _____ Because this illustration is more than 100 years old, I imagine that the **copyright** on it has expired.

(4) _____ The **tourist trade** has economic advantages because it brings in money without generating large amounts of industrial pollution.

(5) _____ We were warned that the so-called historical attractions here were just a **tourist trap**, so we avoided them.

(6) _____ Because some people **have itchy feet**, they use every opportunity to visit distant places that they have never seen before.

(7) _____ Though Sam likes to think of himself as an **all-around** sportsman, most of his interest is focused on football.

(8) _____ The biography does not really **come to life** until the third chapter, where the author starts talking about the man's troubled childhood.

(9) _____ When a person is very depressed, ordinary kinds of entertainment and recreation do nothing to **lift(raise) his or her spirits**.

(10) _____ Even when a book is written very well, the author cannot expect it to **get rave reviews** from all reviewers.

A. to have a desire to go somewhere new or do something different
B. a legal right to control the production of something (a film, a book, or music) for a specific length of time
C. to make somebody happier
D. business that comes from the activities of tourists
E. good at doing many different kinds of things
F. to become interesting or exciting
G. to receive strong praise for something in newspapers or magazines
H. the entertainment industry (e.g. films, TV)
I. ideas and customs that have existed in a certain society for a long time
J. a place that a lot of tourists visit, but where things like accommodation and food are more expensive

CHAPTER 06

Proofreading

While grammar and spelling do play a role in the Integrated Task score, their role is not as important as in the Independent Task.

Score	Description
5	• Successfully selects the important information from the lecture • Accurately ties the information in the lecture to the reading • Is well organized and developed

By looking at the rubric, you should see that the most important task is to collect all the information from the lecture. Second, you need to tie that information to the reading, which means that you need to have good notes on the reading passage. Finally, you need to make sure that you organize your response properly.

Take a look at the example that we worked on in the previous chapters.

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Reading Notes

Eco-labeling – for envr. Frdly prdcts
e.g. notebook
– X effect

1. Most ppl - X aware, X take serious
   – ppl concern cost
   – X effect
2. Only used by small, local biz
   – in env. consc areas
   – min impact
3. Disadvan to companies
   - process $$
   - profit ↓ or customer cost ↑ → hurt sales

Listening Notes

Eco-labels: effect promote env frndly goods
e.g. dolphin-safe tuna

1. label on cans, X dolphins killed ⇒ successful
   – consumers aware
   – prefer even though more $$
2. Largest comp in world use
   – dispel myth only small
   – home building env. frind - wood
   – any industry
3. benefits
   – rep. env. resp/marketing/ sales ↑

Sample response

For the introduction, state the speaker's position and then its relationship to the reading.

Response	Notes
The professor says eco-labeling is an effective way to promote environmentally friendly business practices. In several ways, this directly contradicts the reading, which says that eco-labeling is not effective even though the eco-label system is intended to promote production processes that do not harm the environment.	Eco-labels: effect promote envr. frndly goods
To begin with, the professor states that many customers are aware of the eco-labels. Using the example of dolphin-safe tuna cans, which was very successful, the professor shows that customers prefer to buy products with the labels, even though they may be more expensive. This directly contradicts the claim in the reading that many customers are unaware of eco-labeling and are more concerned with price than eco-friendliness in any case.	e.g. dolphin-safe tuna 1. label on cans, X dolphins killed → successful – consumers aware – prefer even though more $$
The professor then discusses how large the tuna companies are that use the label. In addition, the professor states that the home building industry also uses eco-labels for wood. He specifically states that this dispels the myth that only small companies use the eco-labels, which clearly refutes the reading argument that eco-labeling is used mostly by small, local businesses, and this limits its effectiveness.	2. Largest comp in world use – dispel myth only small – another – home building envr. frind – wood – any industry
Finally, the professor says that eco-labeling helps big companies gain a market advantage by giving them a reputation as eco-friendly, thereby increasing the companies' sales. This directly contradicts the reading, which asserts that eco-labels hurt companies' sales by increasing costs.	3. benefits – rep. envir. resp/marketing/ sales ↑

If you look at the listening notes, you will see that the response follows the flow of the lecture. All of the ties to the reading are made at the end of each body paragraph. The response also follows the outline that was discussed previously. If this were a TOEFL essay, it would most likely receive a fairly high score.

Practice 1

» Read the following passage and then listen to a lecture on a related topic. Once you have finished, read the sample essays and assign a score to each.

1 Read the following passage and take notes. Try and spend no more than three minutes.

The Industrial Revolution that began in the 19th century changed work greatly. As it did so, it also had a corresponding effect on leisure activities, because leisure is defined in relation to work, and vice versa. This change, which might be called the rise of the "leisure society," has been a sometimes subtle, but nonetheless major, outcome of industrialization, and has changed society in countless ways over the past few generations.

Industrialization and automation resulted, eventually, in reduced working hours and increased time for leisure (that is, recreation and relaxation). To fill their prolonged leisure hours, large numbers of people turned to a wide range of activities, many of them involving organized play, meaning sports and games.

A familiar example is American baseball. It became the so-called national pastime when industrialization gave ordinary people enough time to form baseball clubs and, before long, a national baseball culture. The results may be observed all around us, to this day. Would the now-familiar image of an umpire, for example, have meant anything to the first English settlers at Jamestown, Virginia? How would one have explained expressions such as "homer," "big leagues," and "Three strikes and you're out!" to Captain John Smith in 1607?

These are small but dramatic illustrations of what the leisure society is and has accomplished. In many ways, it is everyone's dream. Yet, the leisure society must be a solid reality, too. Indeed, for many elements of society, leisure has actually become a job, paradoxical though that may seem, because so many jobs and careers depend entirely on this social dimension of leisure.

Listen to a lecture on the same topic. MP3 17

Reading Notes	Listening Notes

2 **Read the sample essays and mark how well the essays meet the requirements. (1=very poor, 2=poor, 3=OK, 4=good, 5=very good). Then give what you think the overall score should be.**

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

(1) Response A

The professor begins by dismissing the myth the modern society is a leisure society. In fact, he argues that people actually work more now than they did in the past. This contradicts the view presented in the reading passage that the Industrial Revolution led to a leisure society.

To start off, the professor states that while by some measures life has improved, the quality of life in the modern word has decreased. The professor argues that people worked far less in the past than they do today. While at some times such as planting and harvesting, people had much work to do, at other times such as during the winter they had very little to do. This directly contradicts the reading passage which asserts that industrialization and automation resulted inn reduced working hours and increased leasure time.

Next, the professor states that the origin of leisure activities was actually a result of having less lesire time available. He argues that because people didn't have as much time as in the past, they had to organize their free time in a more structured way. This seems to disagree with the reading with says that baseball came from having more free time.

Does it include all the important information from the lecture?	1	2	3	4	5
Does it correctly tie all the information in the lecture to the reading?	1	2	3	4	5
Is it well-organized and developed?	1	2	3	4	5
Does it use proper grammar and spelling?	1	2	3	4	5
Overall Score	**1**	**2**	**3**	**4**	**5**

(2) Response B

Professer start with myths. Our modern life is good and proud. People have many leisure acts. To rest and relax such as sports and games. But the professor says good and bad things about modern life. We have long lifes now. This is good. But our quality of lifes is not good.

These days, we work hard. People in the past don't work hard like we do today. So, life is harder. But the work is different too. Most people work in offices, but long ago people farm. People leisure different too. Beofre people sign and dance, now people play games.

Does it include all the important information from the lecture?	1	2	3	4	5
Does it correctly tie all the information in the lecture to the reading?	1	2	3	4	5
Is it well-organized and developed?	1	2	3	4	5
Does it use proper grammar and spelling?	1	2	3	4	5
Overall Score	**1**	**2**	**3**	**4**	**5**

(3) Response C

In the 19th century, the industrial revolution had a big effect. Because people don't work as much, they have more time to leisure. Since people have so much free time, they begin to play. For example, Americans like to play baseball. There are many common expressions and things in baseball. Leisure society has had many effects, some paradox.

In contrast, the lectue is opposite. Modern life is good, but there is bad parts too. People live long. People also labor. These days, people have work hard. But not in the past. Before, people can relax since there is little work. Not like today when people work 20 hours. People also spend leisure different in past than these days. For example, people in past like to sing, now people make schedules.

Does it include all the important information from the lecture?	1	2	3	4	5
Does it correctly tie all the information in the lecture to the reading?	1	2	3	4	5
Is it well-organized and developed?	1	2	3	4	5
Does it use proper grammar and spelling?	1	2	3	4	5
Overall Score	**1**	**2**	**3**	**4**	**5**

Progressive Test

Test 1
Test 2
Test 3
Test 4
Test 5
Test 6

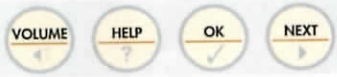
Progressive Test

Test 1

Directions: You will have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150-225 words.

TOEFL WRITING

Reading Passage



The consensus of most historians is that the New World was discovered by European explorers, starting with Christopher Columbus in 1492. There is, however, a great deal of evidence indicating that it was, in fact, the Chinese who first reached the Americas. The most compelling evidence for the Chinese discovery of the Americas comes from three groundbreaking findings.

The first such finding was the discovery of stone anchors off the coast of Palos Verdes, California. The anchors, large stones with three holes drilled in them through which an anchor line can be tied, are virtually identical to the stone anchors used by Chinese mariners hundreds of years before Columbus' voyage. The presence of these stone anchors off the Californian coast clearly indicates Chinese explorers reached the area prior to 1492. Further archeological evidence comes from the New England area. Near the town of Newport, archeologists found a small lighthouse with arched stone columns sealed with mortar. The lighthouse bears striking similarities to lighthouses constructed in China around 1200 AD.

Linguistic evidence also points to an early Chinese presence in the Americas. When explorers interact with native populations, they often influence the native language. Words from the explorers' language will become assimilated into that of the native population. The fact that several Native American languages contain words appearing to be of Chinese origin strongly suggests such interactions took place between the Chinese and the Native Americans.

Now listen to a lecture on the topic you just read about. MP3 18

Reading Notes	Listening Notes

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Test 2

Directions: You will have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150-225 words.

TOEFL WRITING

Reading Passage

VOLUME HELP OK NEXT

Sulfur dioxide is a colorless, odorless gas which is a major contributor to air pollution. Sulfur dioxide can enter the atmosphere in a number of ways. It is a natural emission during volcanic eruptions, but man-made industry is the primary source of sulfur dioxide emissions. Both coal and oil contain impurities, and chief among these impurities is sulfur. When coal and oil are burned, the sulfur they contain combines with oxygen to form sulfur dioxide, which is then released into the atmosphere. Once in the atmosphere, sulfur dioxide causes a number of problems.

One of these is that sulfur dioxide contributes to smog and haze. In the atmosphere, sulfur dioxide particles block the rays of the sun, reducing visibility. This has significant impacts on both public safety and tourism. Reduced visibility may increase the likelihood of mid-air collisions and other aircraft-related accidents. In addition, it may also hurt tourism in certain areas, as it may impair the views of the natural landscape. Heavy concentrations of sulfur dioxide in the atmosphere also worsen the air quality. In urban areas especially, haze and smog are known to cause many health problems. During the summer, when temperatures are at their highest, poor air quality has even been known to cause deaths.

Finally, the buildup of sulfur dioxide in the air leads to acid rain. Sulfur dioxide reacts with water to form sulfuric acid, an extremely powerful chemical. Sulfuric acid then falls as acid rain, which can damage buildings and public monuments, kill vegetation, and harm wildlife.

» Now listen to a lecture on the topic you just read about. MP3 19

Reading Notes	Listening Notes

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Test 3

Directions: You will have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150-225 words.

TOEFL WRITING

Reading Passage

On October 17th 1973, the oil-producing nations of the Middle East suddenly cut oil shipments to the United States. The move was partially in response to the United States' continued support of Israel and partially in response to breakdowns in negotiations over world oil prices. It had an immediate and devastating effect on the US economy. Industry came to a halt as massive fuel shortages crippled the nation. The New York Stock Exchange lost over $90 billion, and average consumer prices for gasoline rose nearly 30%. Other nations dependent on trade with the US were also sent into economic chaos, as the price of shipping goods across the US skyrocketed.

The oil cutoff was lifted in the spring of 1974, after just over four months, but it had revealed a key weakness of the United States. The US was completely dependent on foreign oil, and if the oil supply was interrupted for any reason, it would have a serious impact on the US economy.

Nor was it merely the economy that was endangered by dependence on foreign oil supplies. The reliance on oil from the Middle East also put the national security of the nation at serious risk. Without a steady source of fuel for its tanks and fighter jets, the US would be unable to conduct any serious military operation. In the event of a war with Russia or of another war in the Middle East, without an uninterrupted supply of oil, the US would be at serious risk of defeat. Thus, reliance on foreign oil was not only a threat to the US economy, but also a threat to its survival as a nation.

Now listen to a lecture on the topic you just read about. MP3 20

Reading Notes	Listening Notes

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

TOEFL WRITING **Question 1 of 2** 00:03:00 VOLUME HELP OK NEXT

Test 4

Directions: You will have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150-225 words.

TOEFL WRITING

Reading Passage

HIV infections have reached epidemic proportions in many developing nations around the world. While access to cheap, effective drug treatments has made it possible to live a longer, more active life with the HIV virus, the key to controlling the epidemic remains well-run, effective prevention programs. While prevention programs must be tailored to the specific countries in which they are run, any effective program for HIV prevention will have a few common characteristics.

First, effective prevention programs must receive sufficient and sustained funding. Many programs worldwide receive large initial grants, but these grants are not followed by sustained funding. In order to be effective, HIV programs need to receive a stable level of funding over many years.

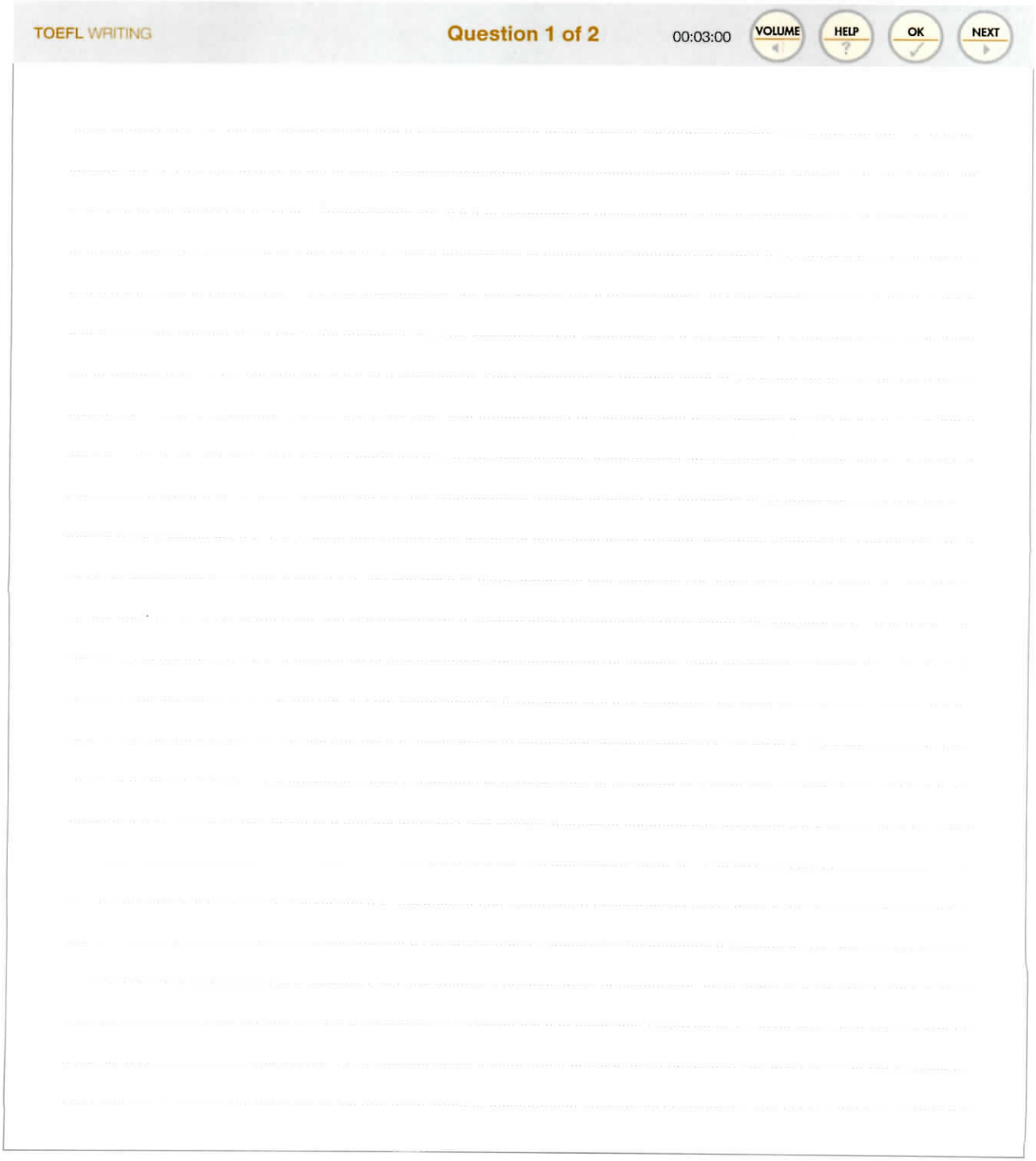
Second, an effective HIV prevention program must include an education program regarding the disease that reaches large sections of the population, especially high-risk sections of the population. Furthermore, that education program must stress realistic ways in which people can reduce their risk of contracting the HIV virus.

Finally, an effective program must create an atmosphere of acceptance for those living with the virus. In many parts of the world, individuals with HIV are treated as outcasts. This encourages individuals with the virus to keep their illness secret, making it more likely they will infect others. In addition, it discourages people who believe they might have the virus from getting tested. These problems can only be solved by creating an atmosphere where HIV patients are accepted rather than rejected.

» Now listen to a lecture on the topic you just read about. MP3 21

Reading Notes	Listening Notes

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

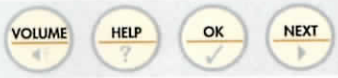


Test 5

Directions: You will have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150-225 words.

TOEFL WRITING

Reading Passage



The Great Sphinx of Giza is one of the world's oldest great monuments. Arriving at a precise date for the construction of the Sphinx is difficult, but Egyptologists agree that it was most likely built during the reign of Pharaoh Khafre during the Old Kingdom period, around 2500 BC. This date was established by examining both geological and archeological evidence.

Some of that evidence comes from the construction and stone carving techniques used to build the Sphinx. The Egyptians experimented with various construction methods during the course of their history. Thus, identifying the construction techniques used to create an Egyptian monument provides important clues regarding its age. The construction techniques used on the Sphinx match those most commonly used during the Old Kingdom period.

In addition, there is written historical evidence that indicates the Sphinx was built during this period. Egyptian Pharaohs customarily decorated the monuments they built with self-congratulatory praise for constructing those monuments. The Sphinx and its surrounding temples contain many such messages praising Khafre, strongly suggesting it was built during his reign.

The final evidence comes from the erosion patterns found on the Sphinx. The Sphinx is located in Giza, which sits on the edge of the Sahara Desert. For thousands of years the Sphinx has been exposed to the blasting of wind-carried sands, and as a result, the effects of wind erosion on the Sphinx are quite easy to see. By comparing the level of wind erosion on the Sphinx to that found on other structures dating from the Old Kingdom period, we can be sure that the Sphinx was built at this time as well.

Now listen to a lecture on the topic you just read about. MP3 22

Reading Notes	Listening Notes

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Test 6

Directions: You will have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150-225 words.

TOEFL WRITING

Reading Passage

In many criminal cases, police may have a good idea of who committed the crime, but they lack witnesses to the crime. If there are no witnesses, and the police are unable to obtain a confession from a suspect, they may be unable to convict that person in a court of law. In such situations, lie detector machines can play a valuable role.

Lie detector machines work by measuring the pulse, blood pressure, and other bodily functions of an individual. When a person lies, there are noticeable changes in these bodily functions, such as increases in pulse and blood pressure. Since these reactions are involuntary, they are impossible to hide and clearly indicate when a person is lying. This makes the lie detector an ideal tool for law enforcement. The usefulness of lie detector machines is already widely recognized in the American court system. The results of lie detector tests have been used to obtain convictions in a number of cases where there were no witnesses to the crime.

Another benefit of lie detector machines is that they are cheap, and the technology to produce them is readily available. Lie detectors are made from components that are widely used in the medical industry. It would be a relatively simple and inexpensive process to equip every police station with a lie detector machine in the near future.

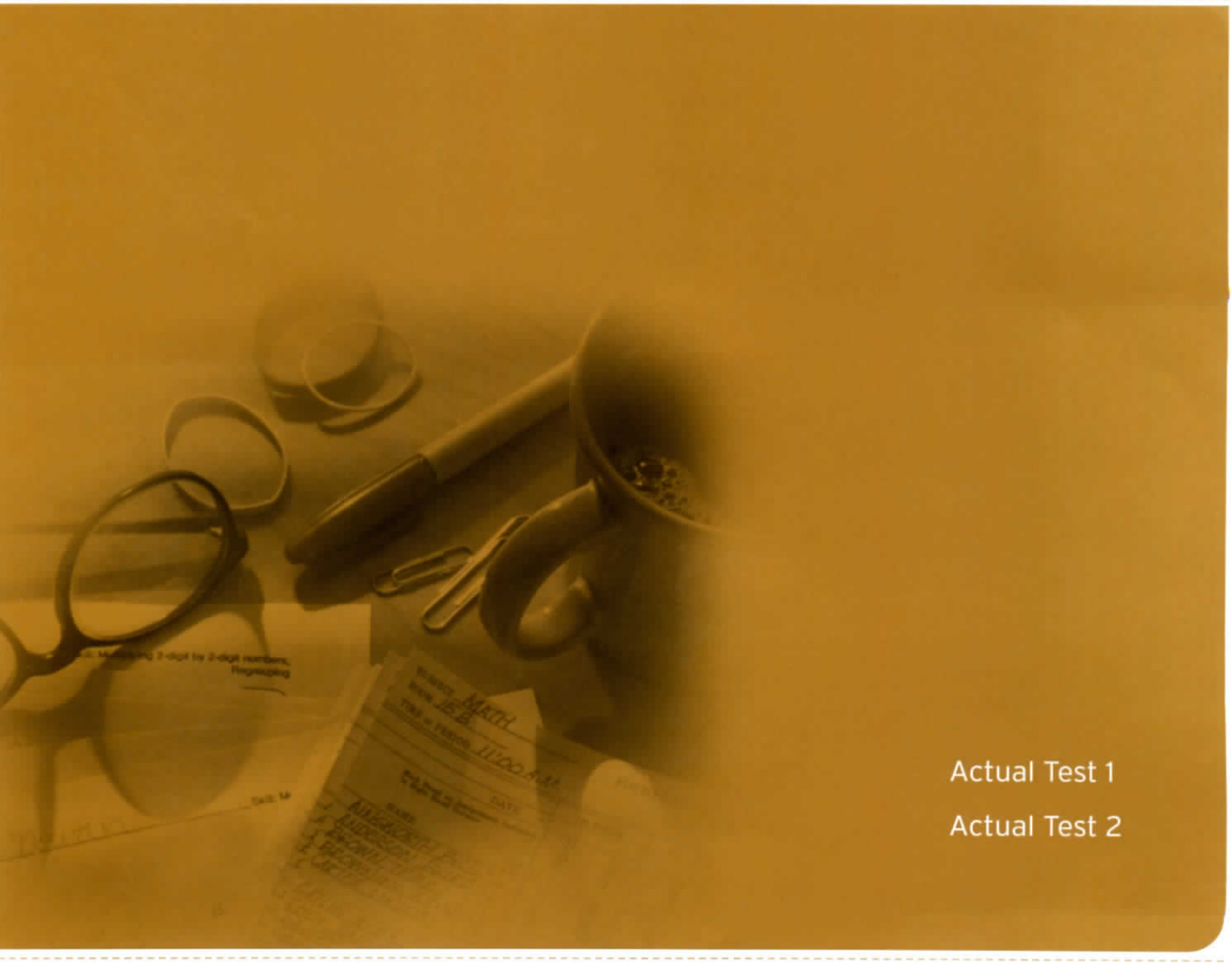
Now listen to a lecture on the topic you just read about. MP3 23

Reading Notes	Listening Notes

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

PART C

Actual Test



Actual Test 1
Actual Test 2

Actual Test 1

TOEFL WRITING

VOLUME HELP OK NEXT

Writing Section Directions

Make sure your headset is on.

This section measures your ability to use writing to communicate in an academic environment. There will be 2 writing tasks.

For the first writing task, you will read a passage, 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.

Task 1

Writing Based on Reading and Listening Directions

For this task, you will 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 on the passage while you read. The passage will then be removed and you will listen to a lecture about the same topic. While you listen, you may also take notes. 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.

Then you will have **20 minutes** to write a response to a question that asks you about the relationship between the lecture you 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 it will be available to you again when you write. Immediately after the reading time ends, the lecture will begin, so keep your headset on until the lecture is over.

TOEFL WRITING **Question 1 of 2** 00:03:00 VOLUME

Animal testing is widely used by cosmetics and medical companies to test their products before they are sold to people. While many consider animal testing essential to ensure the safety of the public, it is actually an unethical and unnecessary practice.

First, animal testing is cruel and inhumane. Animal testing basically amounts to torturing millions of animals every year for the benefit of humanity. Laboratory animals are kept in tiny, prison-like cages and are subjected to experiments that cause pain and suffering. In many cases, laboratory animals die as a result of the abuse they suffer during the testing process.

In addition, animal testing is no longer necessary. In the age of advanced computer models, it is possible to simulate the effects that a product would have on a person. Chemical and biological reactions can all be simulated on a computer, and scientists can use such computer models to anticipate any problems a new product might cause. While animal testing may have been necessary in earlier time periods, this is certainly no longer the case.

Finally, animal testing does not ensure public safety. The fact that a product is not harmful to a mouse or a rabbit is no guarantee that it will not be dangerous to humans. These animals are significantly different from humans. Certain animals are able to survive poisons that would instantly kill a human, and humans are unaffected by many substances that may be harmful to other animals. Therefore animal testing does not actually prove that a product is safe for human use.

TOEFL WRITING

Question 1 of 2

00:03:00 VOLUME

MP3 24

Now get ready
to answer the question.

You may use your notes
to help you answer.

TOEFL WRITING **Question 1 of 2** 00:03:00 VOLUME HELP OK NEXT

Directions: You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a god response will require that you write 150-225 words.

Question: Summarize the main points in the lecture, explaining how they cast doubt on the ideas in the reading passage.

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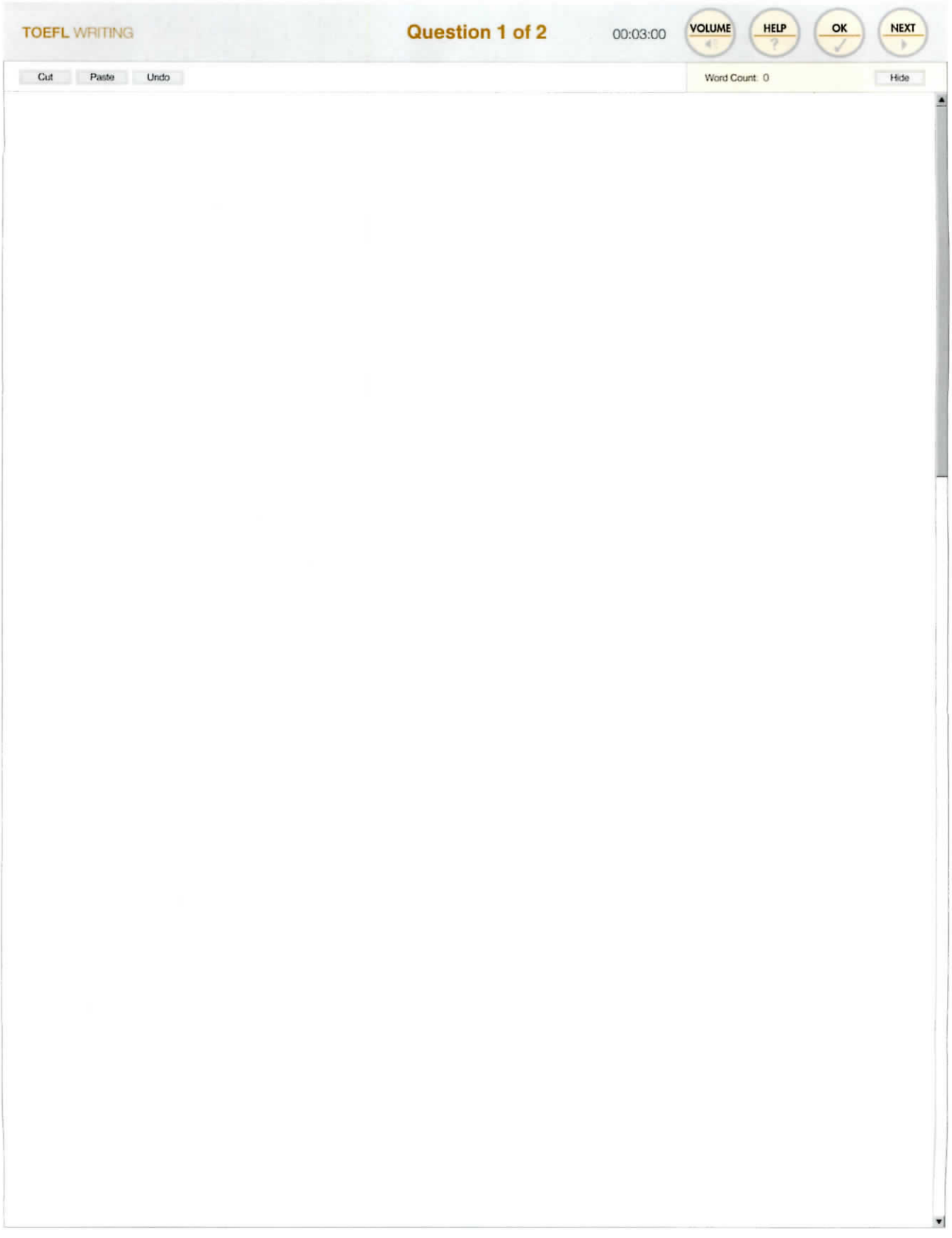
TOEFL WRITING
Question 1 of 2
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Task 2

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 your essay, and the quality and accuracy of the language you use to express your ideas.

Click **Continue** to go on.

TOEFL WRITING

Question 2 of 2

00:03:00 VOLUME HELP OK NEXT

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Directions: The independent essay usually asks for your opinion about a familiar topic. You will have 30 minutes to plan, write, and revise your response. Typically, a good essay for the independent topic will require that you write 300-350 words.

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

It is better to have friends who are intelligent than to have friends who have a good sense of humor.

Use specific reasons and examples to support your answer.

TOEFL WRITING
Question 2 of 2
00:03:00
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NEXT
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Actual Test 2

Writing Section Directions

Make sure your headset is on.

This section measures your ability to use writing to communicate in an academic environment. There will be 2 writing tasks.

For the first writing task, you will read a passage, 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.

Task 1

Writing Based on Reading and Listening Directions

For this task, you will 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 on the passage while you read. The passage will then be removed and you will listen to a lecture about the same topic. While you listen, you may also take notes. 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.

Then you will have **20 minutes** to write a response to a question that asks you about the relationship between the lecture you 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 it will be available to you again when you write. Immediately after the reading time ends, the lecture will begin, so keep your headset on until the lecture is over.

TOEFL WRITING

Question 1 of 2

00:03:00 VOLUME

The Anasazi, or Pueblo Indians, were a Native American culture that flourished in the American Southwest from approximately 700-1200 AD. The Anasazi were a sophisticated culture that relied on a mixture of hunting and agriculture for survival. At the height of their civilization, between 900 and 1100, Anasazi population levels were most likely in the tens of thousands. Starting around 1150, however, the Anasazi began a dramatic and rapid decline, and by the middle of the 13th century they had ceased to exist.

The primary cause for the collapse of the Anasazi civilization was a severe and prolonged drought. Evidence from tree growth patterns and other areas shows that the Anasazi golden age coincided with a particularly wet period in the climate of the Southwest. When this wet period ended, the agriculture of the Anasazi failed. Their populations fell dramatically and their culture collapsed.

A contributory factor in the downfall of the Anasazi was their poor resource planning and allocation. The Anasazi were unique in the American Southwest in that they constructed large, apartment-like communities. Some Anasazi buildings stand as tall as five stories. In order to construct such large buildings, the Anasazi needed timber from large, slow-growth trees, which were not found near their population centers. To obtain wood for building, the Anasazi had to harvest trees from a distance of 50 miles away. Since the Anasazi had no large domesticated animals such as horses or oxen, these trees then had to be carried by the Anasazi back to their villages. Carrying these large logs was an incredibly wasteful expenditure of manpower, as this energy could have been more effectively used in hunting.

TOEFL WRITING

Question 1 of 2

00:03:00 VOLUME

MP3 25

Now get ready
to answer the question.

You may use your notes
to help you answer.

TOEFL WRITING **Question 1 of 2** 00:03:00 VOLUME HELP OK NEXT

Directions: You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150-225 words.

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on the ideas in the reading passage.

The Anasazi, or Pueblo Indians, were a Native American culture that flourished in the American Southwest from approximately 700-1200 AD. The Anasazi were a sophisticated culture that relied on a mixture of hunting and agriculture for survival. At the height of their civilization, between 900 and 1100, Anasazi population levels were most likely in the tens of thousands. Starting around 1150, however, the Anasazi began a dramatic and rapid decline, and by the middle of the 13th century they had ceased to exist.

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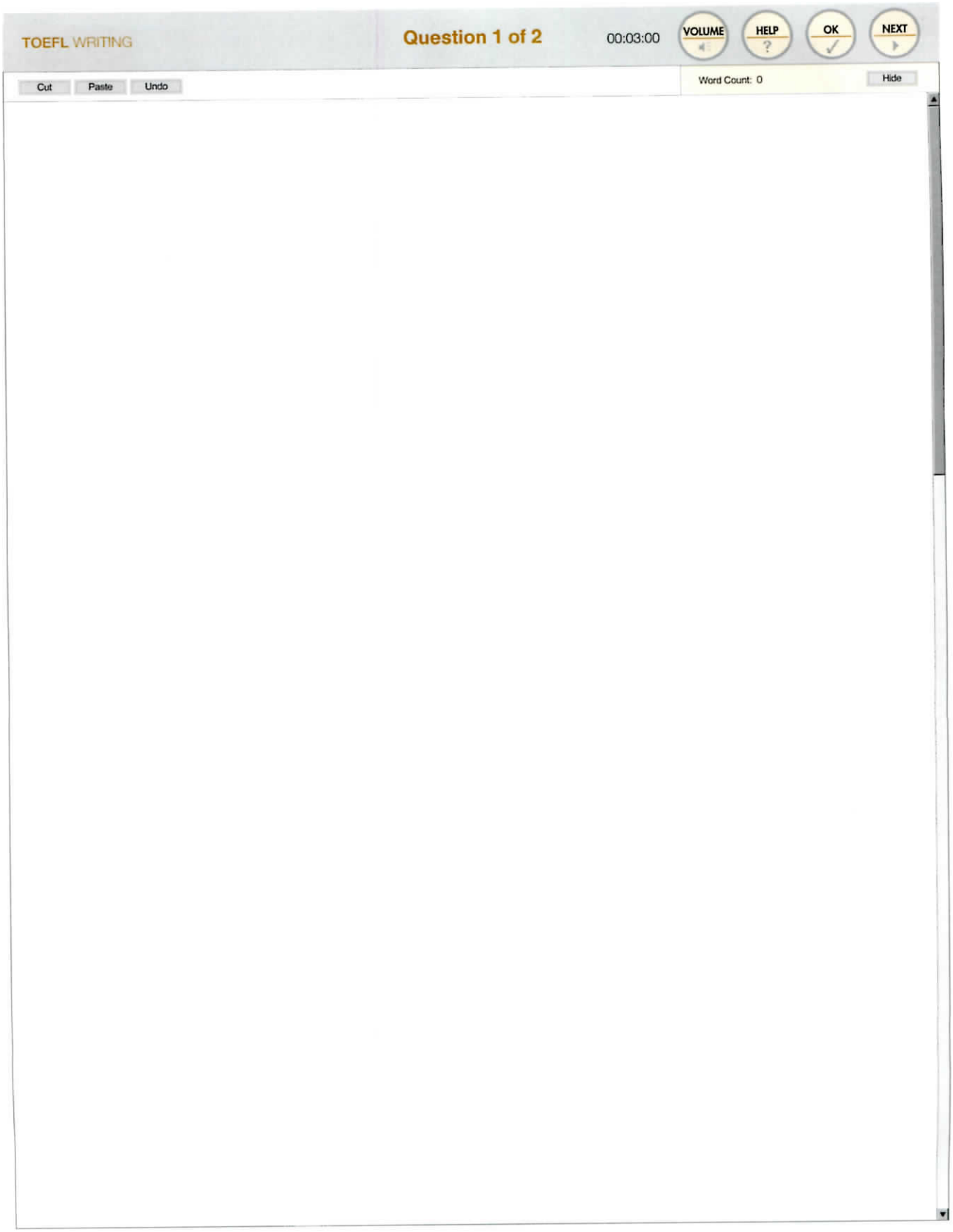
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Task 2

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 your essay, and the quality and accuracy of the language you use to express your ideas.

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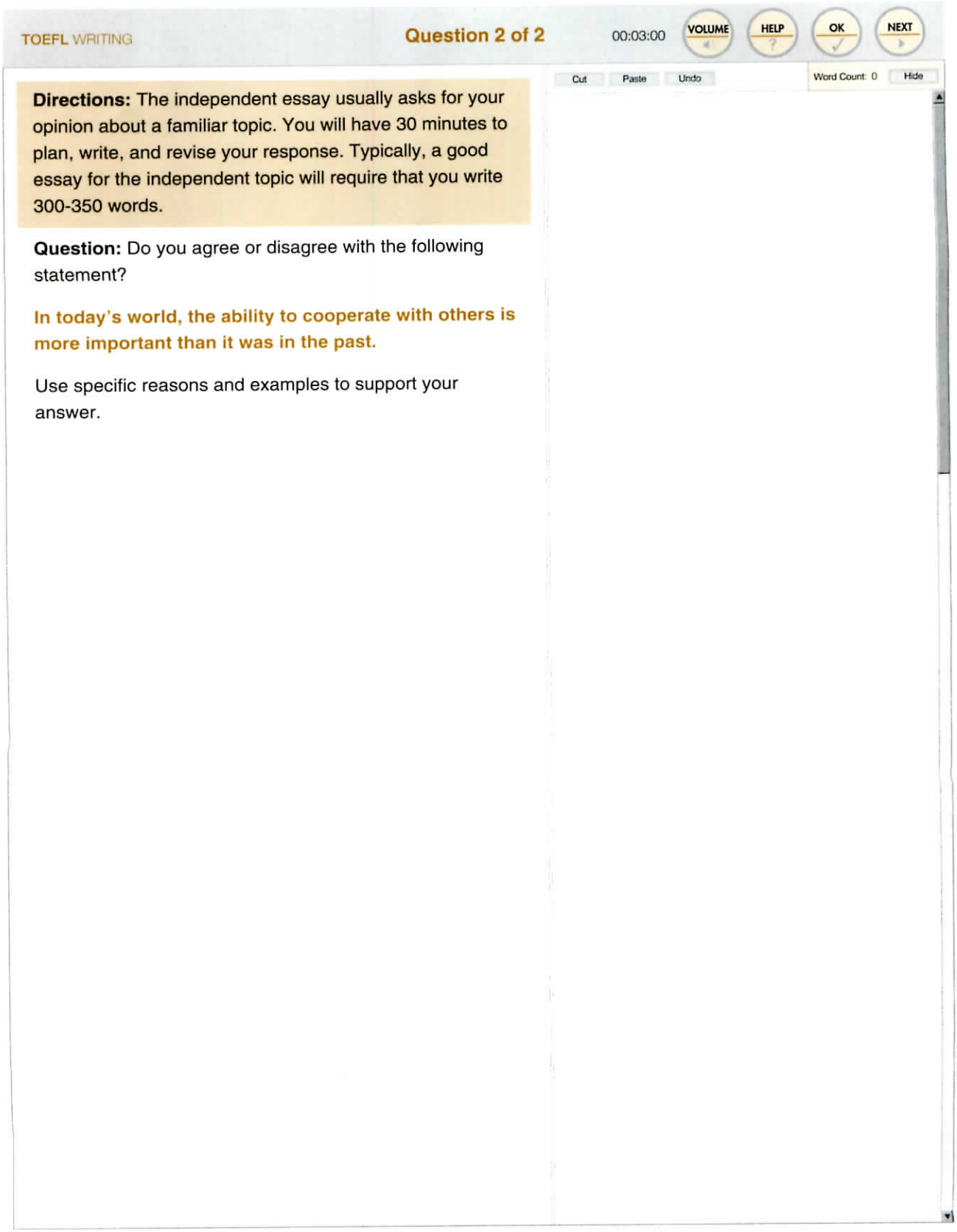
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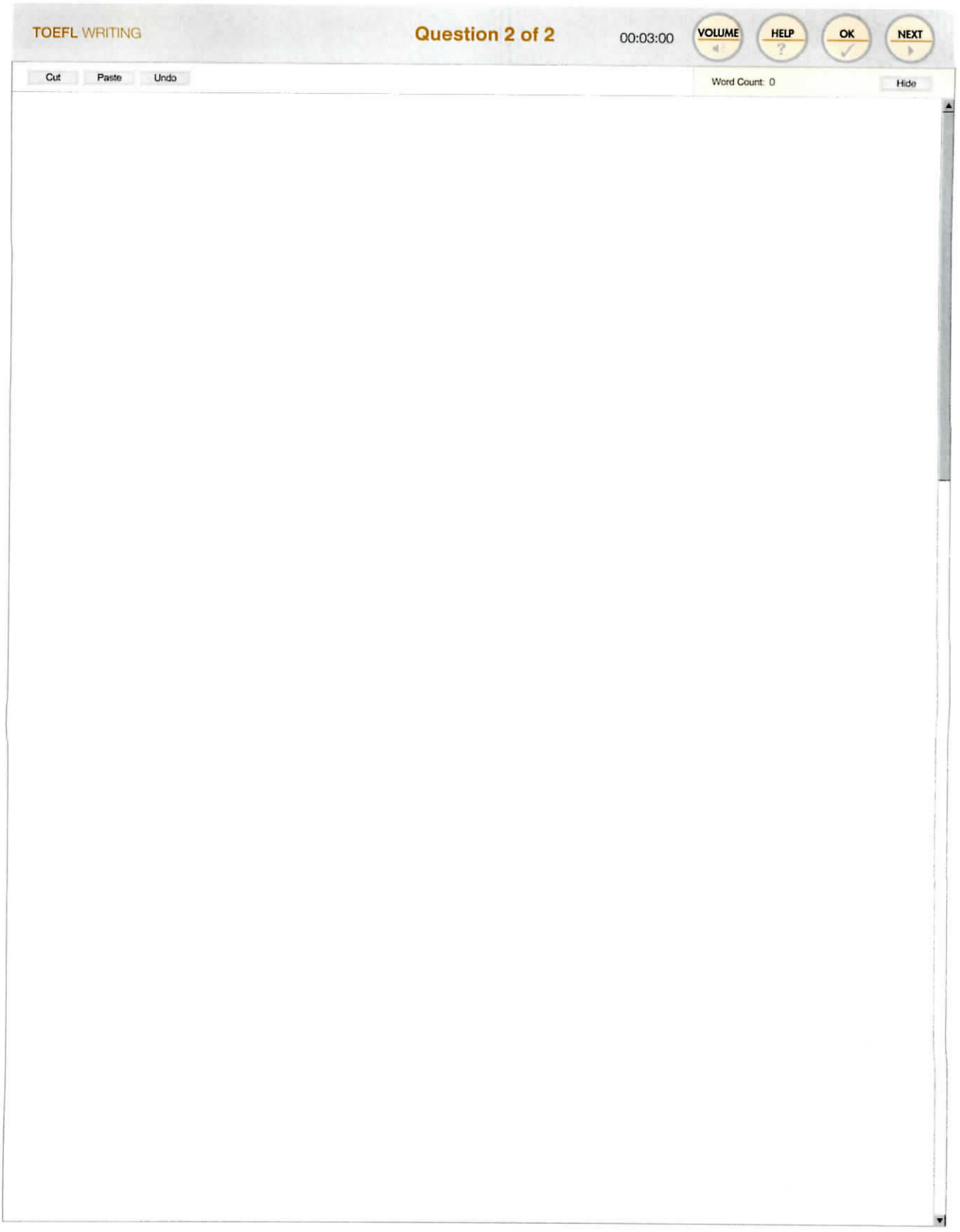
Directions: The independent essay usually asks for your opinion about a familiar topic. You will have 30 minutes to plan, write, and revise your response. Typically, a good essay for the independent topic will require that you write 300-350 words.
Question: Do you agree or disagree with the following statement?
In today's world, the ability to cooperate with others is more important than it was in the past.
Use specific reasons and examples to support your answer.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Workbook

1. Collocation for Writing
2. Grammar for Writing

Read the sentences. Fill in the blanks with the words from the box. Change the form if necessary.

TIME

fly	kill	spare	tell	take

1. Time _____ when you are doing something you enjoy.
2. Reading a movie magazine is a good way to _____ time until the movie starts.
3. Looking at the hands of a clock is one way, but not the only way, to _____ time.
4. Collecting stamps and building model ships are hobbies that some people take up in their _____ time.
5. My teacher told me to _____ my time on the project to make sure that I don't make any mistakes.

FACE

blank	red	long	make	save

1. Her _____ face indicated that she did not understand the instructions at all.
2. The professor _____ a face when the students kept asking the same questions.
3. After receiving the bad news, he wore a _____ face and sighed heavily.
4. Everyone ignored Henry's mistake because they didn't want to hurt his pride and wanted to let him _____ face.
5. Mary was _____ in the face when she realized that she was wearing her Halloween costume on the wrong day.

STRENGTH

build up	inner	physical	mental	recover

1. My father had such great _____ strength that he could lift a heavy stone bench by himself.
2. After a long and serious illness, one needs a few days rest in order to _____ one's strength.
3. During hard times, people must find the _____ strength to keep going until things get better.
4. A program of vigorous exercise is one way to _____ one's strength; but it should be done carefully.
5. His _____ strength was so great that he was never distracted from his work.

DIET

balanced	go on	crash	poor	watch

1. Living on pizza and soft drinks is an example of a _____ diet.
2. One must have a _____ diet, including foods from all the major food groups, to make sure one gets good nutrition.
3. When the doctor told Kyle _____ his diet, he was afraid that he might have to avoid eating certain foods.
4. Some people, especially women, tend to be obsessed with their body image and _____ diets even when it is unnecessary.
5. With only one week to lose the weight, Jenny tried a _____ diet.

EFFORT

last-ditch	fruitless	invest	make	considerable

1. To achieve good results, you have to _____ an effort and sustain that effort for a long time.
2. Keeping a daily diary takes _____ effort, and not everyone has the patience to do it.
3. After six months of _____ effort, we decided to give up on our plan and try something else.
4. Unless you are prepared to _____ time and effort in this project, you are not likely to succeed.
5. We stayed up all night in a(n) _____ effort to memorize all the information we'll need for the exam.

IDEA

come up with	bright	develop	fixed	vague

1. People tend to have _____ ideas about what is good and what is bad.
2. I only had a _____ idea about environmental science until I took a class in it.
3. It takes time to _____ an idea for a project because the first idea you have may not work.
4. Anyone can _____ an idea for a book, but not everyone has the patience to write the book.
5. Jack's _____ idea to sell heaters to Eskimos was successful.

MATTER

discuss	look into	personal	subject	gray

1. This quarrel is a _____ matter between the two of you, and I refuse to get involved in it.
2. The _____ matter of this book is so advanced that I have trouble understanding any of it.
3. The company understood his concern about the problem and promised to _____ the matter at once.
4. My roommate and I will have to _____ the matter before we decide about buying new furniture.
5. If you used your _____ matter, then you wouldn't be in this mess.

EXAMPLE

classic	be	follow	make	set

1. As the leader of the team, you will be expected to _____ an example for others to follow.
2. This building is a _____ example of the kind of architecture we will talk about in class today.
3. When you face a difficult situation, you should _____ an example set by someone who has faced it before.
4. The teacher decided to _____ an example out of the boy always talking in class.
5. With her hard work, Janet _____ a good example of a dedicated student.

MISTAKE

common	by	learn from	correct	make

1. One of the _____ mistakes people make is to buy things on sale just because they are cheap.
2. Do not worry if you _____ a mistake at the start because learning this subject takes time and effort.
3. As word processors replaced typewriters, this made it easier to _____ mistakes when preparing a document.
4. Don't worry about getting things wrong, so long as you _____ your mistakes.
5. I meant to send the email to my friend, but I sent it to my teacher _____ mistake.

PROBLEM

have | deal with | half | large | present

1. Before you _____ a problem like this, maybe it is best to get a *good night's* sleep first.
2. An increase in fuel prices will _____ a problem for consumers because transportation costs will rise too.
3. Although solving a _____ problem requires effort, it can be made easier by dividing the work among several people.
4. I've been _____ problems with my car for a couple of weeks.
5. The increased fuel tax is _____ of the problem with the new law.

INFORMATION

collect | latest | further | provide | reliable

1. I have not heard the _____ information about Carla's plans because I have not seen her recently.
2. _____ information on a subject like this is hard to find because people have strong opinions about it.
3. When you write a report, it is better to outline your thoughts and ideas before you _____ relevant information.
4. The university will _____ information to students about changes in parking regulations on campus for the coming year.
5. If you require any _____ information, you can call the secretary.

SITUATION

no-win | current | handle | take | social

1. We do not know how we should _____ this situation because it is changing so rapidly.
2. Only after receiving media attention did the university start to _____ the situation seriously.
3. The _____ situation is that both sides have agreed to negotiations in the hope of reaching a solution.
4. At work, Tim is very confident, but in _____ situations, he gets all nervous and quiet.
5. The General saw that he was in a _____ situation and *decided* to order a retreat.

DECISION

make	quick	reverse	tough	right

1. Sometimes, you have to make a _____ decision without enough time to evaluate everything.
2. It can be a _____ decision to make when there are so many choices to choose from.
3. To _____ a decision is easy, but to make the right decision requires experience and careful thought.
4. There is no way to know if one has made the _____ decision until much later.
5. The Supreme Court has the power to _____ any decision made by the lower courts.

AGREEMENT

break	mutual	reach	unanimous	be in

1. The two sides were able to _____ an agreement, but did so only after long and difficult negotiations.
2. _____ agreement is the only way to reach a solution, because the solution must satisfy everyone in the group.
3. By _____ agreement, the two associations decided to hold a joint convention next year at City Center Auditorium.
4. Anything that _____ this agreement is considered a serious offense because the agreement is so important to everyone.
5. If we _____ an agreement, then we should be able to sign the contract today.

JUDGMENT

poor	pass	sound	question	reserve

1. Sometimes it is hard to decide whether a wrong action is a crime or just a result of _____ judgment.
2. People in the office often came to Bertha for advice because she was known for having _____ judgment.
3. Everyone had to _____ his judgment because the plan he chose was much too expensive for our small budget.
4. I'll have to _____ judgment on his designs until I see them for myself.
5. The counselor must be fair and should not _____ judgment on the clients.

1. Subject-verb agreement

When in the present tense, subjects and verbs must agree in number. More specifically, a singular subject requires a singular verb, and a plural subject requires a plural verb. While most students know this rule, it can get tricky at times. The three most common reasons students make an error are:

1) The subject is confusing.

The news is interesting. (O)

→ Even though news appears to be plural, it is actually a singular noun. Pay attention to what the subject means as opposed to how it is spelled.

2) The subject is far from the verb.

The jacket with the two blue buttons are mine. (X)

→ The subject of the sentence is jacket, which is singular. However, since the word buttons precedes the verb, many people confuse the subject.

3) The subject and verb order is switched.

Between the houses is a small street. (O)

→ The subject of the sentence is a small street. This sentence uses inverted word order.

A Choose the right form.

e.g. The lazy student (was, were) sleeping in class.

1. The bucket with the hammer and nails (is, are) a danger to people walking by.
2. At the top of the mountain (is, are) many clouds.
3. Along the shore near the beach (is, are) many signs warning people not to swim.
4. Mathematics (is, are) one of the most difficult subjects for many people.
5. All of the book (is, are) true.
6. The students making noise and running down the hall (was, were) yelled at by the principal.
7. While going to school, I (eat, eats) an apple.
8. The house with the green door and the two cars in the driveway (is, are) mine.

9. There (is, are) many toys that need to be picked up.

10. The police (is, are) looking for the suspect in the murder.

B Use the given verbs to fill in the blanks.

e.g. Three cups of flour _____*are*_____ needed to bake this cake. (be)

1. Two of the birds _____ eating from the birdfeeder. (be)
2. Every evening, Jane _____ out her window and _____ the sunset. (look, watch)
3. The boys and girls _____ to smile for the camera. (need)
4. The audience _____ clapping for the performers. (be)
5. The tree near the two hills _____ still not lost its leaves. (have)
6. The geese _____ south every winter to escape from the cold. (fly)
7. Near my apartment _____ a market and a school. (be)
8. Mary and Ted _____ together every afternoon. (run)
9. Jeff as well as his sister _____ a new jacket. (need)
10. For breakfast, he always _____ two eggs and two pieces of toast. (eat)

C Underline the parts that are NOT correct, and rewrite them. There are 5 incorrect verbs in all.

One of the main things that make my life more convenient than theirs are the Internet. For example, I does all of my grocery shopping online. Everything I need are delivered right to my front door. This save me the time and hassle of going to the supermarket. My grandmother, on the other hand, walked to the market most days to get fresh meat and vegetables. This took a lot of time, and she had to carry everything home herself.

2. Run-on sentences and comma splices

Run-on sentences and comma splices are quite similar in that both result from having two independent clauses.

Jack plays tennis he serves well. (X) → a run-on sentence

Jack plays tennis, he serves well. (X) → a comma splice

The errors above should be quite obvious and can be fixed by simply separating them into two sentences, adding a semi-colon(;), or adding a conjunction.

Jack plays tennis. He serves well. (O)

Jack plays tennis; he serves well. (O)

Jack plays tennis, and he serves well. (O)

Remember, common conjunctive adverbs such as *however*, *moreover*, *then*, and *thus* are NOT conjunctions and so must be separated just like the examples below.

Jack plays tennis. However, he does not play soccer.

Jack plays tennis; then he takes a shower.

Jack plays tennis, and thus he is in good shape.

A **Check each sentence. If it is a run-on(RO) or comma splice(CS), write RO or CS in the space on the left. If it is correct, write C.**

e.g. Illinois and Wisconsin are the only states I've visited, I was there last year. CS

1. My brother broke my computer, I'm so angry. _____
2. The movie wasn't very interesting; however, it was still very popular. _____
3. The band is offering free tickets I can't go. _____
4. The store is having a big sale therefore we should go shopping. _____
5. I don't know where I left my watch, for I haven't been able to find it. _____
6. My cousin is getting married this Saturday I'll have to go to his wedding. _____
7. I bow during the holidays then I get money. _____
8. The neighbors were very loud, so I complained to them. _____

9. Every day, I eat my lunch at twelve, that's the only free time I have. _____

10. Few people complain about the weather since nothing can be done about it. _____

B Correct the run-on sentences or comma splices by rewriting them with a proper conjunction or punctuation.

e.g. The English system of measurement is used in the U.S., it is not widely used elsewhere.
→ The English system of measurement is used in the U.S., but it is not widely used elsewhere.

1. I went on vacation last year however I got terrible sunburn.
→ _____

2. I wish my father had more free time then we could go on vacation.
→ _____

3. My younger brother is very strong I am stronger, though.
→ _____

4. My two friends went to watch the movie, however, I could not go.
→ _____

5. The teacher told me that he'd buy ice cream, therefore he should keep his promise.
→ _____

C Underline the parts that are NOT correct, and rewrite them. There are 3 run-on sentences or comma splices in all.

Communication is another thing that is more convenient than it was in my grandparents' time if I want to get in touch with someone, I have many options such as phoning or emailing them. When my grandparents wanted to talk to someone, they had to either visit the person or write a letter. Phone service was not as widespread or affordable as it is now, for example, my grandfather rarely spoke with his brother who lived overseas because long distance calls were expensive and neither of them had phone service in their homes. Instead, he and his brother sent each other letters, which took weeks to arrive. These days, making long distance calls is easy and inexpensive. I can call my friends who live abroad as often as I like, the connection is perfect. Instead of writing letters, I send people emails which take only a few seconds to arrive, instead of several weeks.

3. Sentence fragments

A complete sentence consists of a subject and verb and expresses a complete idea. A sentence fragment is just a part of a complete sentence.

Each first sentence below is a fragment. While there is a subject and there is a verb, the verb is part of a relative clause. It should read like the second sentence.

The jacket that was on the table. (X) → *The jacket that was on the table fell onto the floor.* (O)

Studying all day long. (X) → *He passed the test by studying all day long.* (O)

However, the most common type of error is separating a dependent clause from an independent clause. A dependent clause must be with an independent clause. If it is alone, then it is a fragment. To fix the fragment, make sure that the clause is with an independent clause.

Because she didn't do her homework. (X)
→ *Because she didn't do her homework, she wasn't ready for the test.* (O)

A **Check each sentence. If it is a fragment, write F in blank. If it is a complete sentence, write C.**

e.g. Visiting all of the time. F

1. I didn't know that she was going to be here. _____
2. Speaking very softly, she asked the teacher a question. _____
3. The group which will be playing next. _____
4. Since we didn't have any money, we didn't eat. _____
5. A failure to communicate and give the proper information. _____
6. I have known his family for many years. _____
7. Having seen the problem first hand. _____
8. Bleeding people get first priority at the hospital. _____
9. Free medicine available to those who can't afford it. _____
10. That what Jack had thought. _____

B **Correct the fragments by rewriting them as complete sentences. Use the given words.**

e.g. Few students that study for the exam. (do poorly on it)
→ Few students that study for the exam do poorly on it.

1. For example, the need to help others. (is a common trait)
→ _____

2. Having enough time to do all the homework. (I finished very easily)
→ _____

3. Since there was no time for take the test. (the teacher postponed it)
→ _____

4. Without enough information to complete the exam. (I gave up)
→ _____

5. That showed all the mistakes that I made. (I was embarrassed by the paper)
→ _____

6. My favorite food which I rarely get to have. (is steak)
→ _____

7. Not being able to speak English well. (I had trouble in America)
→ _____

8. Although he spoke very slowly. (he was very clear)
→ _____

9. Because he was the first to go. (he has the most trouble)
→ _____

10. The car which was parked out on the street. (got towed away)
→ _____

C **Underline the parts that are NOT correct. There are 3 fragments in all.**

Although some people are able to achieve professional success without the benefit of a university education. This is not the case for everyone. Most jobs requiring specialized skills that are best acquired through schooling; however, a successful career cannot be built on academics alone. Meeting and interacting with a wide range of people is also good preparation for one's career. A university education provides a foundation of academic knowledge and interpersonal skills. Both of which are key factors in achieving professional success.

4. Pronoun errors

There are two kinds of pronoun errors. In the first, the pronoun does not match its antecedent. This can be an error in gender or in number. If you have a female subject, the pronoun should also be female. Number errors tend to be more common.

In the sentence below, the antecedent for *their* is *Everyone*. However, *Everyone* is a singular subject, and so the pronoun should also be singular.

Everyone in the class needs to bring their own pencil. (X)
→ *Everyone in the class needs to bring his or her own pencil.* (O)

The other type of pronoun error occurs when the pronoun is in the wrong case. In the first sentence, the pronoun should be in the objective case, not the subjective. The reverse is true for the second sentence.

The boy gave the toys to his friend and I. (X)
My sister and me went to see our brother at school. (X)

Pronouns as Subjects	I	you	he, she, it	we	they	who
Pronouns as Objects	me	you	him, her, it	us	them	whom

A Choose the right form.

e.g. I sent the letter to (she, her), but it wasn't received.

1. Between you and (I, me), there are no secrets.
2. My brother and (I, me) will take a trip next week.
3. Jenna received the award, but decided to give it to (we, us) instead.
4. The noise from the street awakened (they, them).
5. Mary runs much faster than (I, me).
6. I set my bag next to (she, her) but now I can't find it.
7. My mom, (whom, who) I haven't seen for many years, is coming to visit.
8. (Who, Whom) is that man I saw you talking with?
9. I decided to give (she, her) a break.
10. My friend that recently moved to Canada has sent (I, me) a letter.

B Complete the sentences using the proper pronoun.

e.g. Jack fell off his chair and bumped ___his___ head.

1. Mary tried to call her boyfriend but was unable to reach _____.
2. I hope that you'll forgive _____ for the mistake that I made.
3. Jerry didn't know that _____ was supposed to buy a cake on his way home.
4. Nancy and I rented a movie, but _____ didn't like it.
5. The people who watched the movie said that they loved _____.
6. Everyone who takes the test will need to bring _____ ID card.
7. The student _____ gets the highest score will win a prize.
8. The teachers refused to accept the new evaluations about _____ in-class performances.
9. Brian watched the news every night and thought _____ was very interesting.
10. I refilled the water, but someone has already drank _____ all.

C Underline the parts that are NOT correct, and rewrite them. There are 5 incorrect pronouns in all.

The United States is one of the few countries that still does not use the metric system. While there have been attempts to introduce it in the past, people are reluctant to change. One reason he gives is that the metric system is too complex. Actually, they are much easier to use. Units use the same prefixes such as kilo- and centi-. Thus, you only have to learn it once. These days, many Americans are becoming more comfortable using the metric system since he learns it in school, but it'll be years until they replace the U.S. Imperial system.

5. Order of adjectives

When two or more adjectives appear together in front of a noun, there is a specific order that needs to be followed.

1. **Articles** or **noun signal words** (a, an, the, most, etc.)
2. **Judgment** (great, beautiful, fair, etc.)
3. **Size** (small, large, tiny, etc.)
4. **Shape** (round, long, curved, etc).
5. **Age** (old, young, modern, etc.)
6. **Color** (red, white, blue, etc.)
7. **Nationality** (Korean, American, Chinese, etc.)
8. **Material** (wood, cotton, paper, etc.)

When describing an item, it is important that the order of adjectives is correct. In the sentence below, you see three modifiers in front of car. First is the article a and that is followed by red and new. Red is a color and new is the age, so these two are not in the correct order.

I just bought a red new car. (X)

I just bought a new red car. (O)

A Choose the right one.

e.g. My friend just bought a (big, blue) round helmet.

1. The young (nice, Asian) teacher tried to make the class more interesting.
2. He was determined to travel on the (fast, white) modern ship.
3. The (blue, large) thick sweater was very warm and comfortable.
4. The (huge, square) heavy book smelled of mold when we opened it.
5. Grace knew that the (rigid, glass) curved edge of the table was dangerous.
6. The green (small, cotton) bag was lying on the table when I arrived.
7. Tom bought a new (small, black) phone every year.
8. I really want to eat at the new (fancy, Chinese) restaurant down the street.
9. The (small, wooden) round table in the kitchen needs to be replaced.
10. The (American, beautiful) young girl was actually very shy.

B **Put the adjectives in the correct order and use them in a complete sentence.**

e.g. a large round green plate (green, large, round)

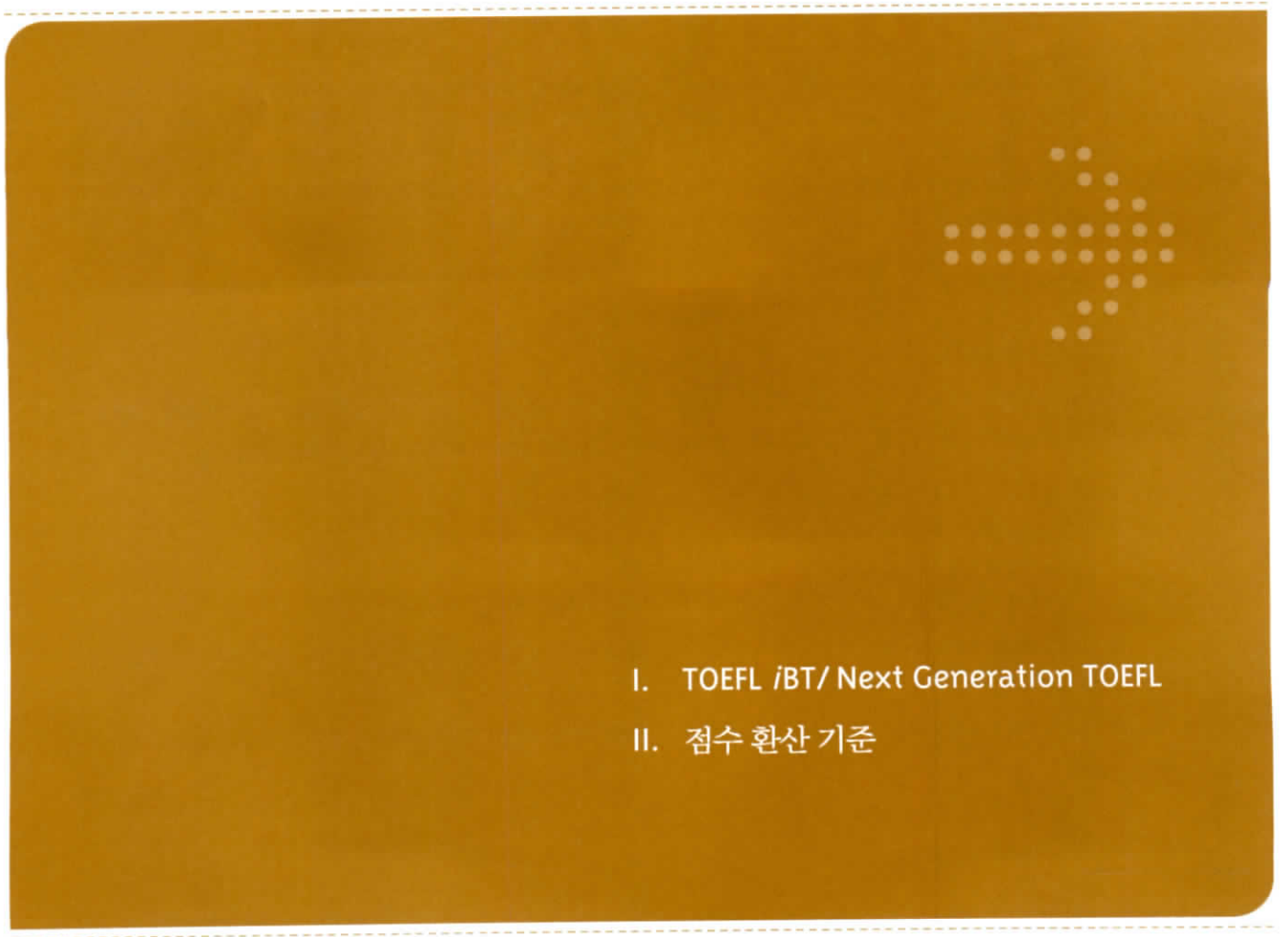
1. the _____ mirror (large, glass)
2. the _____ paper (torn, blue)
3. the _____ sculpture (beautiful, marble, oval)
4. the _____ car (American, black, new)
5. the _____ flag (tiny, Chinese, red)
6. the _____ statue (new, white, beautiful)
7. the _____ table (wood, old, Korean)
8. the _____ fish (rare, Japanese, blue)
9. the _____ gentleman (French, kind, old)
10. the _____ dog (dangerous, Russian, young)

C **Underline the parts that are NOT correct, and rewrite them. There are 5 incorrect uses of adjectives.**

Joan bought a brand black new car. It was her first car, and she was so proud of it that she kept a picture of it on her desk. She would lovingly describe every detail of its leather brown interior to anyone who would ask. However, most people were tired of hearing about the powerful engine and the red huge flames she had painted along the sides. They hoped that she'd get the hint and stop describing in such detail how beautiful she thought the tiny silver round headlights were. Unfortunately for them, Joan never got the hints, so they started trying to ignore the boring long descriptions she would give.

Memo

Orientation



I. TOEFL iBT/ Next Generation TOEFL

II. 점수 환산 기준

I. TOEFL *i*BT/Next Generation TOEFL

2005년 9월을 기점으로 1998년 미국에서부터 시행된 TOEFL CBT은 인터넷을 기반으로 하는 TOEFL *i*BT 체제로 바뀌었다. 일부에서는 새롭게 시행되는 토플에 한국인들이 특히 강한 문법이 없어지고 한국인들이 상대적으로 약한 Speaking이 추가되어 이제 토플로 고득점을 획득하기는 어려울 것이라 생각하는 경우가 있는 것 같다. 하지만 새로운 토플을 면밀히 분석하여 그에 맞는 공부 방법으로 철저히 대비한다면 *i*BT에서도 고득점을 얻는 것이 충분히 가능하다.

1 TOEFL이란?

TOEFL (Test of English as a Foreign Language)은 영어가 모국어가 아닌 사람(EFL학습자 또는 nonnative speakers of English)이 미국, 캐나다 등 영어 사용권 국가의 대학이나 대학원에 입학할 경우 치러야 하는 영어 사용 능력 검정시험이다. TOEFL시험은 미국 New Jersey주의 Princeton에 본부를 둔 ETS (Educational Testing Service)의 주관으로 전세계적으로 시행되고 있으며 5,000여 대학이나 교육기관에서 공인시험으로 인정하고 있다.

*** What is ETS?**

ETS는 Educational Testing Service의 약자다. ETS는 1947년에 설립된 미국 북동부의 New Jersey에 위치한 국가공인 시험 전문 비영리기관(Nonprofit Institution)이다. ETS는 TOEFL 등 영어에 대한 시험뿐만 아니라 미국의 고등학교, 대학교, 대학원 입학에 관련된 영어, 수학, 논리, 전공에 대한 시험을 주관한다. ETS에서 주관하는 대표적인 시험으로는 SAT(미국 대학 입학 능력 평가), GRE(미국 대학원 입학 능력 평가), GMAT(미국 경영대학원 입학 능력 평가), LSAT(미국 법대 입학 능력 평가) 등이 있다. 합격 또는 불합격에 대한 판정은 하지 않으며 단지 해당 시험 분야에 대한 능력만을 평가한다.

2 TOEFL *i*BT란?

2006년부터 전세계적으로 새롭게 시행되고 있는 인터넷 기반의 새로운 토플 시험을 Next Generation TOEFL(차세대 토플) 또는 TOEFL *i*BT (Internet-based Test)라고 한다.

* TOEFL *i*BT는 2005-2006년에 걸쳐 순차적으로 전세계적으로 시행되었다.
  - ✓ 2005년 9월 - 미국에서 시행
  - ✓ 2005년 10월 - 캐나다, 독일, 프랑스, 이탈리아 등 4개국에서 시행
  - ✓ 2006년 - 한국을 포함, 전세계적으로 시행(한국에서는 2006년 9월 시행)
* TOEFL *i*BT는 인터넷을 기반으로 ETS에서 지정한 날짜(주로 금요일과 토요일)에 연중 30-40회 정도 시행이 되며, 시험장소가 대폭 확대되어 가까운 곳에서 편리하게 시험을 볼 수 있다.
* TOEFL *i*BT의 시험 등록은 인터넷, 메일, 전화 등 다양한 매체를 통해 가능하며, 비용은 $140~$170이다.

3 TOEFL iBT의 주요 변화

❑ 문법(Structure)이 없어지고 Speaking이 추가

새로운 토플에서는 기존의 structure 평가영역이 사라지고 실제 의사소통 기능을 갖는 통합형 평가 방식 위주의 speaking이 보강되었다.

* 이는 문법이나 영어구조에 대한 학습은 중요하지 않고 speaking이 더 중요하다는 의미는 아니다. 우리와 같이 제한된 시간에만 영어에 노출되어 있는 EFL환경에서는 문법과 어휘 등 언어구조에 대한 학습이 필수적이라는 인식에는 이견이 없다. 따라서 새로운 토플체제하에서도 문법학습은 여전히 중요하다고 할 수 있다.

❑ 통합형 문제(Integrated Tasks)의 도입

영어를 사용하는 실제 환경의 구현을 위해 [읽기+듣기+쓰기]와 같은 실제 의사소통 기능을 갖는 통합형 평가 방식(Integrated-Skills Approach)의 문제가 출제된다. 새롭게 도입된 통합형 문제 유형은 다음과 같다.

Read / Listen / Speak
Listen / Speak
Read / Listen / Write

❑ Core Academic Skills Assessment 강화

기존의 영어시험이 제시된 영어문장의 이해도를 주로 평가하는 것이라면 새로운 토플은 note taking, paraphrasing, synthesizing, summarizing 등과 같은 영어로 수업을 진행하는데 필요한 실질적인 능력(Core Academic Skills)을 요구하고 있다.

❑ Reading과 Listening의 난이도는 현재의 CBT와 같은 수준

외형상 새로운 토플에 많은 변화가 있기는 하지만 Reading과 Listening은 대부분 기존에 익숙한 CBT 문제 유형을 그대로 사용하고 있다. 또한 새로운 토플에 등장하는 문장의 구조나 어휘범위, 토픽 범위, Writing Topics 등이 기존의 CBT와 동일한 수준이다.

4 TOEFL *i*BT의 각 영역별 개요

	Reading (독해)	Listening (청취)	Speaking (말하기)	Writing (작문)
구 성	• 총 지문 수: 3-5개 • 총 문제 수: 36-70개 • 각 지문 당 문제 수: 12-14개 • 각 지문 당 단락 수: 4-8개 • 각 지문 당 어휘 수: 약700단어	• Conversation: 2-3개 • Lecture: 4-6개 (Interactive Lecture 2-3개; Academic Lecture 2-3개) • Conversation은 2-3분 정도 (400-500단어의 길이), Lecture는 4-5분 정도 (600-800단어의 길이) • 2-3개의 Conversation (각 5문제씩)과 4-6개의 Lecture (각 6문제씩)에서 총 34-51문제 출제	• Independent Speaking (개별 말하기): 2문제 • Integrated Speaking (통합형 말하기시험): 4문제 (읽고 듣고 말하기 2문제; 듣고 말하기 2문제) • Integrated Speaking의 독해 지문은 75-100단어 수준으로 45초의 읽기시간이 주어진다. • Integrated Speaking의 듣기 지문은 150-280단어 수준으로 1-2분 정도의 길이다. • 총 6문제 출제	• Integrated Writing (통합형 작문): 1문제(20분 동안 150-225단어 정도 작성) - Integrated Writing의 독해 지문은 230-300단어 수준으로 3분의 읽기시간이 주어진다. - Integrated Writing의 듣기지문은 230-300단어 수준으로 2분 정도의 길이다. • Independent Writing (개별 작문): 1문제(30분 동안 최소한 300단어 이상 작성) • 총 2문제 출제
시 간	총 60-100분 (각 지문당 20분씩)	대략 60-90분 정도(듣는 시간을 제외하고 실제 문제를 푸는데 걸리는 시간은 20-30분)	대략 20분	대략 50분 (Integrated Writing: 20분; Independent Writing: 30분)
문 제 유 형	(1) Vocabulary Questions (2) Reference Questions (3) Sentence Simplification Questions (4) Factual Information Questions (5) Negative Fact Questions (6) Inference Questions (7) Rhetorical Purpose Questions (8) Insert Text Questions (9) Prose Summary Questions (10) Classifying, Categorizing, and Organizing Information Questions	(1) Main Idea Questions (2) Supporting Detail Questions (3) Organization Questions (4) Organization-Rhetorical Connection Questions (5) Content-Identifying Relationship Questions (6) Content-Linking Questions (7) Stance / Attitude Questions (8) Function-Purpose Questions	(1) Independent Speaking Personal Preference (2) Independent Speaking Paired Choice (3) Reading / Listening / Speaking Campus Situation Topic (4) Reading / Listening / Speaking Academic Course Topic (5) Listening / Speaking Campus Situation Topic (6) Listening / Speaking Academic Course Topic	(1) Reading / Listening / Writing Academic Course Topic (2) Independent Writing based on Experience & Knowledge
특 징	• Glossary (어휘사전) 제공: 단어를 클릭하면 해당 단어의 설명이 나타난다. • Review (복습) 기능: 체크한 답과 그렇지 않은 답의 상태를 알 수 있어 그냥 지나간 문제를 확인할 수 있다. • 각 지문의 제목이 제시된다. • 문제는 보통 지문의 순서대로 주어지며, 문제가 왼쪽에, 지문이 오른쪽에 제시된다.	• Note Taking (받아적기) 가능: 듣는 동안에 요점을 종이에 쓸 수 있다. • 강의의 핵심 구문을 모니터 상에 제시한다. • 들은 내용을 그대로 다시 들려주고 푸는 Replay Item을 도입했다.	• Note Taking을 이용해 효율적으로 Speaking Task의 답변을 준비할 수 있다. • Independent Speaking은 일상 생활의 경험에 관한 질문 등 매우 익숙한 토픽에 대한 질문이다. • Integrated Speaking은 읽고 들은 내용을 바탕으로 Speaking Task가 주어진다. • 각 문제당 15-30초 정도의 답변 준비 시간이 주어지고 실제 답변 시간은 45초 또는 60초다.	• Note Taking을 이용해 효율적으로 Writing Task의 답변을 준비할 수 있다. • Independent Writing의 주제는 기존의 CBT TOEFL의 185 Writing Topics와 거의 동일하다. • Integrated Writing은 읽고 들은 내용을 바탕으로 Writing Task가 주어진다.

TOEFL *i*BT의 점수체계

❑ Next Generation TOEFL Scores

Four skill scores

Reading: 0 – 30
Listening: 0 – 30
Speaking: 0 – 30
Writing: 0 – 30
Total score: 0 – 120

* 각 영역별(Reading, Listening, Speaking, and Writing)로 0-30의 scale로 할당되며 total 120 scale이 만점이다. 또한 성적 통지표에는 4개의 영역 점수(four skill scores)와 더불어 total score난이 별도로 표기된다.
* Score Report는 테스트 후 15일 이후에 온라인에서 확인하거나 우편으로 받아볼 수 있다.

❑ 각 영역별 배점체계

	Reading (독해)	Listening (청취)	Speaking (말하기)	Writing (작문)
구 성	• 보통 문제당 1점의 원점수가 주어진다. • Prose Summary Questions나 Classifying, Categorizing, and Organizing Information Questions 문제 유형은 부분 점수가 부여되는 Partial-Credit Item으로 0-4점 사이의 원점수가 부여된다. • 모든 원점수를 합하여 30점 만점으로 환산한다.	• 보통 문제당 1점의 원점수가 주어진다. • 일부 Supporting Detail Questions 문제의 경우 2점의 원점수가 주어질 수 있다. 이 경우, 해당 문제에 점수기준이 명시되어 있다. • 모든 원점수를 합하여 30점 만점으로 환산한다.	• Scoring Rubrics를 바탕으로 각 문제당 0-4점 사이의 원점수가 주어진다. • 6명의 human raters에 의해 채점된다. • 모든 원점수를 합하여 30점 만점으로 환산한다.	• Scoring Rubrics를 바탕으로 각 문제당 0-5점 사이의 원점수가 주어진다. • 2명의 human raters에 의해 채점된다. • 모든 원점수를 합하여 30점 만점으로 환산한다.
문제 수	36-70	34-51	6	2
환산점수	0-30	0-30	0-30	0-30

* 한국인의 토플 평균 점수는 200-210점(CBT기준)으로 추산된다. 이는 링구아 토플시리즈의 *i*-TOEFL단계에 해당하는 수준으로 약 5,000-6,000단어 정도의 어휘력을 갖는 것으로 추정하며, 이를 링구아 토플 중급학습자로 분류한다.
* 보통 미국 대학에서 요구하는 토플 점수는 213점(CBT기준)으로 TOEFL *i*BT 80점에 해당하는 점수이다.

II. 점수 환산 기준

TOEFL Total Score Comparison

Internet-based Total	Computer-based Total	Paper-based Total
120	300	677
120	297	673
119	293	670
118	290	667
117	287	660-663
116	283	657
114-115	280	650-653
113	277	647
111-112	273	640-643
110	270	637
109	267	630-633
106-108	263	623-627
105	260	617-620
103-104	257	613
101-102	253	607-610
100	250	600-603
98-99	247	597
96-97	243	590-593
94-95	240	587
92-93	237	580-583
90-91	233	577
88-89	230	570-573
86-87	227	567
84-85	223	563
83	220	557-560
81-82	217	553
79-80	213	550
77-78	210	547
76	207	540-543
74-75	203	537
72-73	200	533
71	197	527-530
69-70	193	523
68	190	520
66-67	187	517
65	183	513
64	180	507-510
62-63	177	503
61	173	500
59-60	170	497
58	167	493
57	163	487-490
56	160	483
54-55	157	480
53	153	477
52	150	470-473
51	147	467
49-50	143	463
48	140	460
47	137	457
45-46	133	450-453
44	130	447
43	127	443
41-42	123	437-440
40	120	433
39	117	430
38	113	423-427
36-37	110	420
35	107	417
34	103	410-413
33	100	407
32	97	400-403
30-31	93	397
29	90	390-393
28	87	387
26-27	83	380-383
25	80	377
24	77	370-373
23	73	363-367
22	70	357-360
21	67	353
19-20	63	347-350
18	60	340-343
17	57	333-337
16	53	330
15	50	323-327
14	47	317-320
13	43	313
12	40	310
11	37	310
9	33	310
8	30	310
7	27	310
6	23	310
5	20	310
4	17	310
3	13	310
2	10	310
1	7	310
0	3	310
0	0	310

Range Comparison

Internet-based Total	Computer-based Total	Paper-based Total
111-120	273-300	640-677
96-110	243-270	590-637
79-95	213-240	550-587
65-78	183-210	513-547
53-64	153-180	477-510
41-52	123-150	437-473
30-40	93-120	397-433
19-29	63-90	347-393
9-18	33-60	310-343
0-8	0-30	310

Converting Rubric Scores to Scaled Scores
Writing Section of the New TOEFL *i*BT Test

Writing Rubric Mean	Scaled Score
5.00	30
4.75	29
4.50	28
4.25	27
4.00	25
3.75	24
3.50	22
3.25	21
3.00	20
2.75	18
2.50	17
2.25	15
2.00	14
1.75	12
1.50	11
1.25	10
1.00	8
	7
	5
	4
	0

Performance on the Writing sections of the next generation TOEFL test is evaluated based on scoring rubrics of 0-5 for each of the two writing items. The tables show how the mean rubric score of the two writing items is converted to a scaled score of 0-30.

III. *i*BT TOEFL Writing 채점 기준표

Integrated Writing 채점 기준표

득점	평가 기준
5점	• 강의 내용 중 중요한 정보를 잘 가려내고, 이를 독해지문에 제시된 관련 내용과 연관시켜 논리적이고 정확하게 서술한다. • 답안은 체계적인 구성을 보이며, 간혹 언어 사용상의 실수는 있을 수 있으나 이로 인해 글의 내용이나 문맥을 흐리거나 부정확하게 만들 정도는 아니다.
4점	• 강의 내용 중 중요한 정보를 대체적으로 양호하게 가려내어 이를 독해지문에 제시된 관련 정보와 연관시켜 논리적이고 정확하게 서술한다. 하지만 강의 내용이나 이와 연관된 독해지문의 요점을 제시하는데 있어 사소한 정보가 누락되었거나, 내용이 부정확하거나, 모호한 부분이 있다. • 눈에 띄는 언어 사용상의 오류나 문법 구조상 실수가 더 자주 나타난다. 다만 글의 문맥이나 명확함에 있어 사소한 실수일 뿐 더 큰 영향을 끼치지 않는다.
3점	강의의 중요 내용을 어느 정도 담고 있으며 그와 연관되는 독해지문의 요점을 제시하지만, 아래의 항목 중 하나 이상의 특성을 보인다. • 전체적인 내용은 문제에 적절하게 답하고 있다. 그러나 강의와 독해지문에서 제시된 요점들 간의 관계가 모호하고 불분명하거나, 광범위하고 다소 부정확하게 전달된다. • 강의에서 제시된 핵심 요점 하나가 누락되어 있을 수 있다. • 강의나 독해지문의 핵심 논점들, 혹은 그 둘 사이의 연결이 불완전하거나 부정확하거나 모호할 수 있다. • 언어 사용이나 문법상의 오류가 더 잦거나, 이로 인해 문맥이나 내용상, 글의 의미나 표현이 상당히 모호할 수 있다.
2점	강의와 관련된 내용을 담고 있으나, 심각한 언어적 문제점이 눈에 띈다. 혹은 강의 내용이나, 강의와 독해 내용이 연관되는 부분에서 누락되거나 정확하지 않은 내용이 있다. 아래의 항목 중 하나 이상의 특성을 보인다. • 강의와 독해지문간의 전반적 연결 관계를 현저히 다르게 전달하거나 아예 제시하지 않는다. • 강의에 제시된 중요 논점들을 상당수 누락하거나, 현저히 다르게 전달한다. • 전반적인 문맥 혹은, 중요 부분의 의미를 모호하게 하는 표현이나 언어적 오류를 보인다. 이로 인해 이미 강의나 독해지문을 알지 못하는 독자는 주요 개념을 이해하기 힘들다.
1점	아래의 항목 중 하나 이상의 특성이 나타날 때 • 강의 내용에 대해 전혀 혹은 거의 의미 없거나 관련 없는 내용을 담고 있다. • 답안의 언어 수준이 너무 낮아 의미를 파악하기 힘들다.
0점	단순히 독해지문의 문장을 베끼거나, 주제와 상관 없는 글을 쓴 경우 혹은 영어가 아닌 다른 언어로 작성하였거나, 단순히 문자를 나열하거나, 아예 글을 쓰지 않았다.

2 Independent Writing 채점 기준표

득점	평가 기준
5점	아래의 항목을 전반적으로 모두 충족할 때 • 문제에서 묻는 주제를 정확하게 이해하고 전달한다. • 명확하고 적절한 설명과 예시, 세부사항을 언급하여 내용을 전달하며, 글의 구성과 전개 방식이 양호하다. • 글의 내용이 통일성, 연속성, 일관성을 보인다. • 적절한 어휘와 관용구, 다양한 형태의 문장을 쓰며 전체적으로 유창한 언어 구사를 보여준다. 어휘적 혹은 문법적인 사소한 오류는 허용된다.
4점	아래의 항목을 전반적으로 모두 충족할 때 • 몇몇 부분에서 정교함이 떨어지지만, 글의 주제나 내용을 비교적 잘 전달한다. • 적절하고 충분한 설명과 예시, 세부사항을 언급하여 내용을 전달하며, 대체적으로 글의 구성과 전개 방식이 양호하다. • 간혹 중복된 내용이나 관계 없는 내용, 연결관계가 불분명한 곳이 보이지만, 대체로 글이 통일성, 연속성, 일관성을 보인다. • 글의 의미를 손상하지는 않지만 문장 구조, 단어 형태 혹은 관용적 표현의 사용에 있어서 눈에 띄는 사소한 오류가 발견된다. 그러나, 대체적으로 적절한 어휘나 관용구를 사용하고, 다양한 형태의 문장 구성으로 유창한 언어 실력을 보여준다.
3점	글에서 아래의 항목 중 하나 이상이 나타날 때 • 어느 정도 자세한 설명과 예시, 세부사항을 사용해서 글의 주제나 내용을 전달한다. • 문맥이 불분명한 곳이 간혹 있지만, 대체로 통일성, 연속성, 일관성을 보인다. • 문장의 구성이나 어휘의 선택에서 일관되지 않아, 간혹 글의 의미를 흐리며 명료성이 떨어진다. • 답안의 내용은 정확한 편이지만, 다양하지 않은 제한된 범위의 문장 구조나 어휘를 사용한다.
2점	글에서 아래의 항목 중 하나 이상의 결점이 나타날 때 • 글의 주제나 내용이 바르게 전달 되지 않는다. • 문맥상의 연결이나 글의 구성이 적합하지 않다. • 글에 사용된 설명이나 예시, 세부 사항이 문제에 대한 자신의 주장을 뒷받침하기에 부적합하거나 불충분하다. • 눈에 띌 만큼 단어의 선택이나 형태가 부적절하다. • 문장 구조나 어법상의 오류가 많다.
1점	아래의 항목 중 하나 이상의 결점이 나타나 글이 심각한 오류를 보일 때 • 글의 구성력이나 전개력이 매우 부족하다. • 세부 사항이 없거나 거의 없으며, 관계 없는 설명을 하거나, 주제에 대해 불분명한 태도를 보인다. • 문장 구조나 어법상 심각하고 빈번한 오류를 보인다.
0점	단순히 주제로부터 단어를 베끼거나, 주제와 상관 없는 내용을 쓴 경우, 혹은 영어가 아닌 다른 언어로 작성하였거나, 단순히 문자를 나열하거나, 아예 글을 쓰지 않았다.

Memo