

# TOEFL<sup>®</sup> MAP

## Writing

Jonathan S. McClelland  
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 MP3 & Test Program CD included

Intermediate

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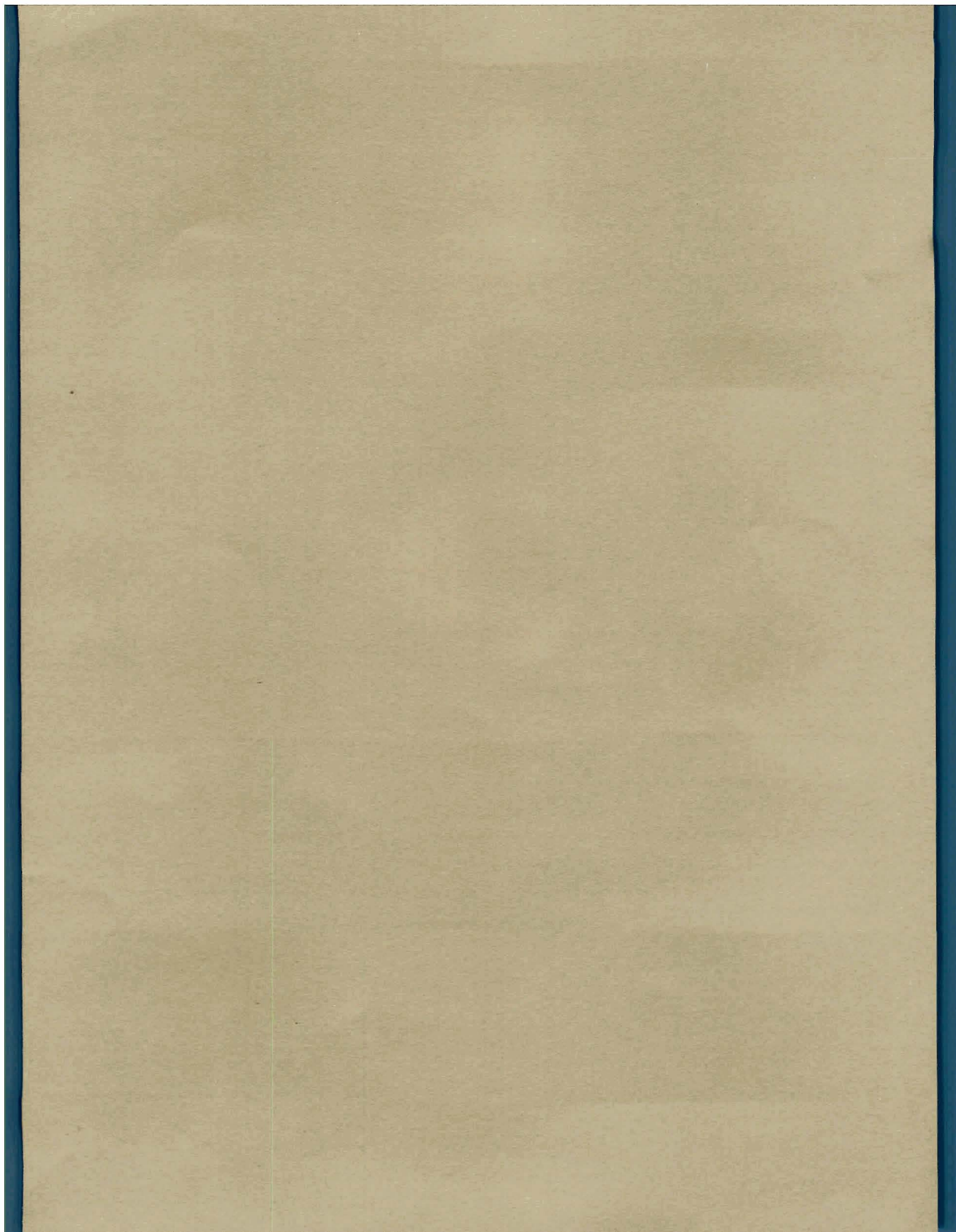
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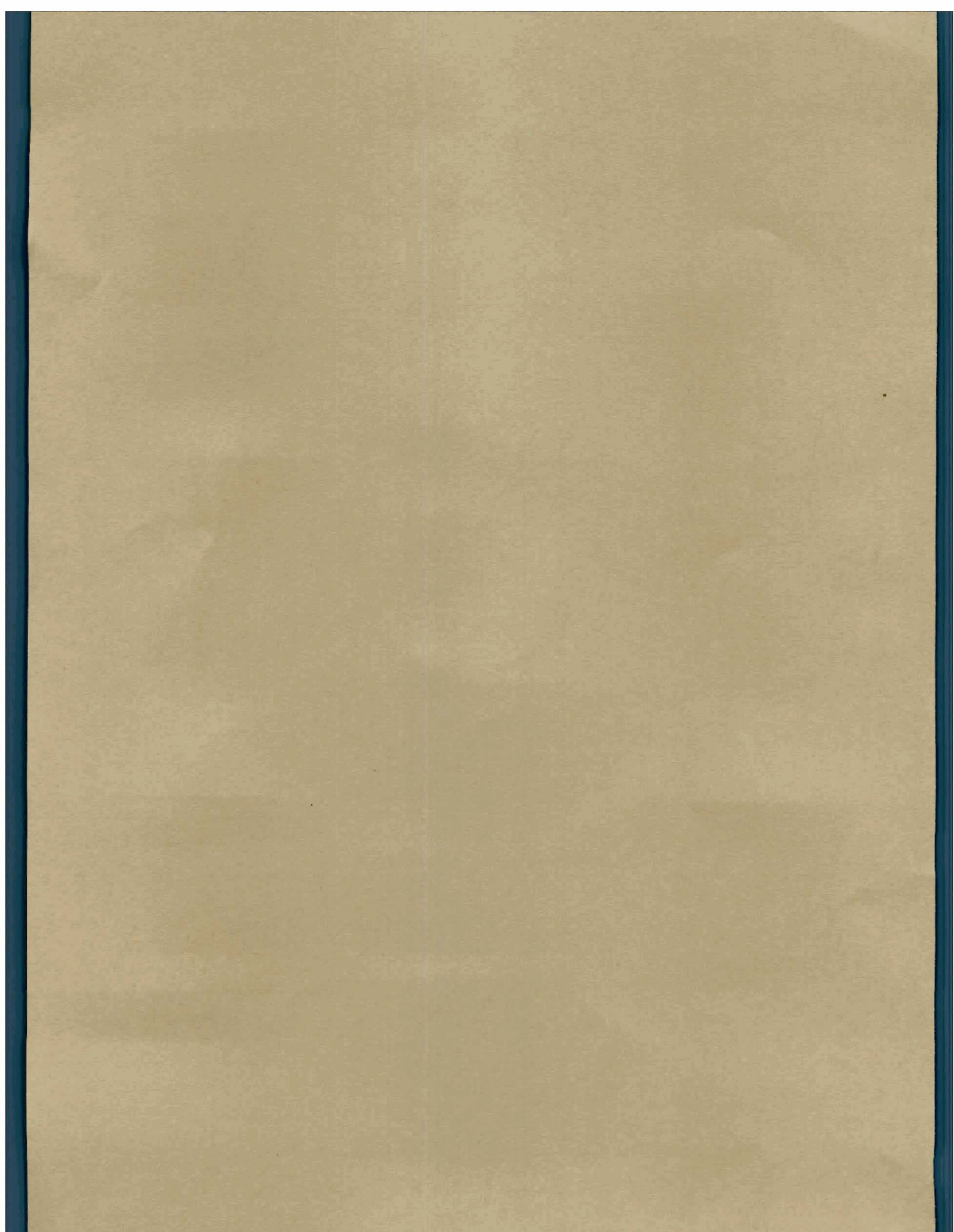
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# TOEFL<sup>®</sup> MAP

Writing  Intermediate

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## Writing Intermediate

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# TOEFL<sup>®</sup> MAP

Writing

Intermediate

# TABLE OF CONTENTS

<b>Introduction</b>	How Is This Book Different?	7
	How to Use This Book	8
<hr/>		
<b>Part A</b>		
<b>Understanding Writing Question Types</b>	<i>Introduction 1</i> Writing Section	14
	<i>Introduction 2</i> Integrated Writing Task	16
	<i>Introduction 3</i> Independent Writing Task	27
<hr/>		
<b>Part B</b>	<b>Chapter 1</b>	
<b>Building Knowledge &amp; Skills for the Writing</b>	Integrated Writing	
	Zoology: Bonobos and Chimpanzees	38
	Independent Writing	
	Teachers Should Update Their Knowledge Regularly	46
	<b>Chapter 2</b>	
	Integrated Writing	
	History: The Collapse of Egypt's Old Kingdom	52
	Independent Writing	
	Sometimes It Is Better Not to Say Anything	60
	<b>Chapter 3</b>	
	Integrated Writing	
	Biology: Yawning Lowers Blood Temperature	66
	Independent Writing	
	Looks Are More Important than Ideas	74
	<b>Chapter 4</b>	
	Integrated Writing	
	Education: College Education Should Be Free	80
	Independent Writing	
	Keeping Old Customs or Adopting New Ones	88

### **Chapter 5**

Integrated Writing	
Anthropology: The Purpose of Ancient Roads	94
Independent Writing	
Parents Should Limit TV Watching for Children	102

### **Chapter 6**

Integrated Writing	
Astronomy: Building a Space Station Above Venus	108
Independent Writing	
Governments Should Focus on Health Care	116

### **Chapter 7**

Integrated Writing	
Business: Paying Employees on Commission	122
Independent Writing	
Working at A High-Paying Job with Low Security	130

### **Chapter 8**

Integrated Writing	
Communication: Interactive Voice Response Technology	136
Independent Writing	
A Person Working in a Group Must Accept Criticism	144

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## **Part C**

### **Experiencing the TOEFL® iBT Actual Tests**

#### **Actual Test 1**

Writing Based on Reading and Listening	151
Writing Based on Knowledge and Experience	157

#### **Actual Test 2**

Writing Based on Reading and Listening	161
Writing Based on Knowledge and Experience	167

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## **Appendix**

Master Word List	172
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# Introduction

Studying for the TOEFL® iBT is no easy task and is not one that is to be undertaken lightly. It requires a great deal of effort as well as dedication on the part of the student. It is our hope that, by using *TOEFL® Map Writing Intermediate* as either a textbook or a study guide, the task of studying for the TOEFL® iBT will become somewhat easier for the student and less of a burden.

Students who wish to excel on the TOEFL® iBT must attain a solid grasp of the four important skills in the English language: reading, listening, speaking, and writing. The Darakwon *TOEFL® Map* series covers all four of these skills in separate books. There are also three different levels in all four topics. This book, *TOEFL® Map Writing Intermediate*, covers the writing aspect of the test at the intermediate level. Students who want to read passages, listen to lectures, learn vocabulary items, and write essays in response to tasks that appear on the TOEFL® iBT will have their wishes granted by using this book.

*TOEFL® Map Writing Intermediate* has been designed for use in both a classroom setting and as a study guide for individual learners. For this reason, it offers a comprehensive overview of the TOEFL® iBT Writing section. In Part A, the Integrated and Independent Tasks of the TOEFL® iBT Writing section are explained, and writing tips to assist students are included. In Part B, learners have the opportunity to build their background knowledge by studying reading passages, lectures, and writing tasks that have appeared on the TOEFL® iBT. In addition, each chapter includes vocabulary sections that enable learners to understand the words that frequently appear in the TOEFL® iBT Writing section and to incorporate them into their writing. Every chapter also features paraphrasing and summarizing exercises and critical thinking questions to help learners become more adept at analyzing arguments made in the reading passages and lectures and at creating essays in response. Finally, in Part C, students can take 2 complete TOEFL® iBT practice tests. Each of these tests includes Integrated and Independent Writing Tasks that have appeared on the actual TOEFL® iBT Writing section. When combined, all of these practice exercises help learners prepare themselves to take and, more importantly, excel on the TOEFL® iBT.

*TOEFL® Map Writing Intermediate* has a vast amount of information and should prove to be invaluable as a study guide for learners who are preparing for the TOEFL® iBT. However, while this book is comprehensive, it is up to each person to do the actual work. In order for *TOEFL® Map Writing Intermediate* to be of any use, the individual learner must dedicate himself or herself to studying the information found within its pages. While we have strived to make this book as user-friendly and as full of crucial information as possible, ultimately, it is up to each person to make the best of the material in the book. We wish you luck in your study of both English and the TOEFL® iBT, and we hope that you are able to use *TOEFL® Map Writing Intermediate* to improve your skills in both of them.

# How Is This Book Different?

*TOEFL® Map Writing Intermediate* is not a typical TOEFL® study book. Of course it is similar to other TOEFL® books in that it replicates the types of passages and questions test takers will encounter on the test. However, this book differs in its focus: critical thinking. *TOEFL® Map Writing Intermediate* will teach you how to critically analyze the material you will see on the actual writing section of the TOEFL® and give you the skills needed to earn a top score on the test. Here are the standout features of this book:

## Critical Analysis

### Strong Response Analysis

One of the best ways to learn is from examples. It is for this reason that each chapter includes a benchmark sample response after the student writing task. These benchmark responses let you see what makes a response strong and also allow you to deconstruct the answer to understand how it presents the material from the reading passage and lecture.

### Weak Response Analysis

In addition to the benchmark responses in each chapter, *TOEFL® Map Writing Intermediate* includes weak responses in each chapter for you to analyze. The weak responses allow you to see common errors made by test takers and give you the opportunity to correct these mistakes. By doing this, you will learn what mistakes you should avoid in your own writing, thus increasing your chance for success on the actual TOEFL® iBT.

## Intuitive Integrated Note Taking

### Tandem Note-Taking for Integrated Writing

*TOEFL® Map Writing Intermediate* includes a unique tandem note-taking section. The tandem note-taking section requires you to complete side-by-side outlines for both the reading passage and lecture. Having notes for both the reading and lecture next to each other on the same page will allow you to analyze the relationships between them more quickly, easily, and accurately.

### Idea Boxes for Independent Writing

For many students, generating supporting ideas is the most difficult aspect of the Independent Writing Task. Therefore, this book includes idea boxes with questions that will help you generate supporting ideas and examples for your essay.

## Vocabulary Building

### Vocabulary Boxes

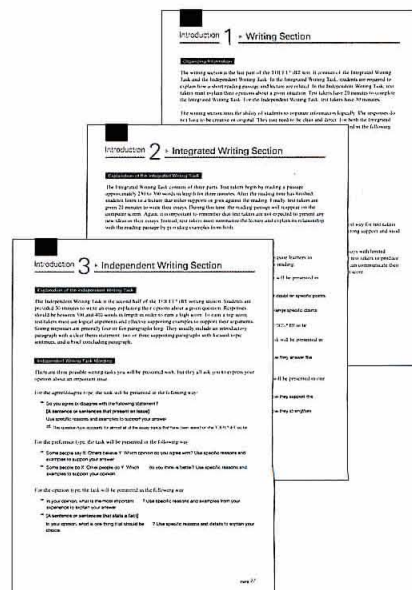
To earn a high score on the TOEFL® iBT, a strong vocabulary is essential. For this reason, each chapter in *TOEFL® Map Writing Intermediate* includes two vocabulary boxes in the Integrated Writing Section. Each vocabulary box includes six to ten words and gives the part of speech, definition, and use in context for each word. This will enable you to identify these words successfully when they appear on the actual TOEFL® iBT while allowing you to make your writing more vivid and succinct.

# How to Use This Book

*TOEFL® Map Writing Intermediate* is designed for use either as a textbook in a classroom in a TOEFL® iBT preparation course or as a study guide for individuals who are studying for the TOEFL® iBT on their own. *TOEFL® Map Writing Intermediate* has been divided into three sections: Part A, Part B, and Part C. All three sections offer information that is important to learners preparing for the TOEFL® iBT. Part A is divided into 3 chapters that introduce the Writing section, Integrated Writing Task, and Independent Writing Task. Part B is divided into 8 chapters, and each includes passages and questions that have appeared on the TOEFL® iBT. Part C has 2 actual tests consisting of Integrated and Independent Writing Tasks that resemble those appearing on the TOEFL® iBT.

## Part A Understanding Writing Question Types

This section is designed to acquaint learners with the TOEFL® iBT Writing section and is divided into 3 chapters. The first chapter provides an overview of the Writing section and explains the general requirements of the Integrated and Independent Writing Tasks. It also features an explanation of how to organize essays and includes an exercise for learners to complete. The second chapter breaks down the Integrated Writing Task by providing a detailed explanation of the question types and writing requirements and includes a sample Integrated Writing reading passage, lecture, and question. This chapter also provides writing tips, explains the note-taking and the sample response sections included throughout the book, and has learner exercises for both chapters. The final chapter breaks down the Independent Writing Task by providing a detailed explanation of the question types and writing requirements for this task. This chapter includes writing tips, emphasizes developing organizational skills when writing, and includes a sample Independent Writing Task question.

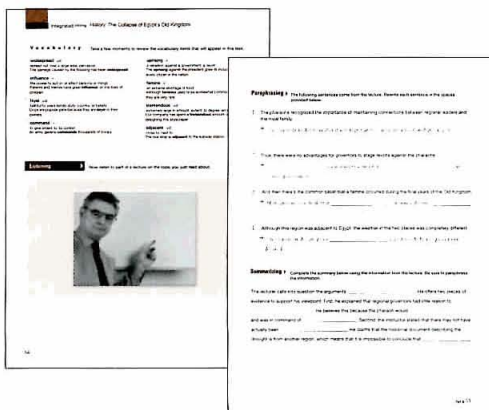
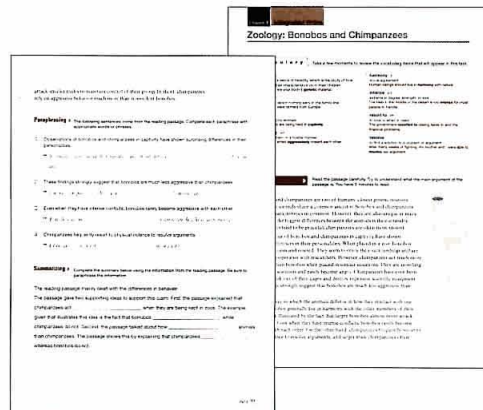


## Part B Building Knowledge & Skills for the Writing

The purpose of this section is to introduce the various passages and topics that have appeared on the TOEFL® iBT. There are 8 chapters in Part B. Each one includes an Integrated Writing Task and Independent Writing Task as well as vocabulary words and paraphrasing, summarizing, and sample response analysis exercises. Each chapter is divided into several parts.

### Integrated Writing Task – Reading Passage

This section begins by introducing 6 to 10 new vocabulary words that appear in the reading passage. Along the right side of the reading passage are margins for note-taking, which allows students to get into the habit of taking notes as they read. Following the reading passage are paraphrasing and summarizing exercises designed to help students understand the reading passage and to explain it in their own words.

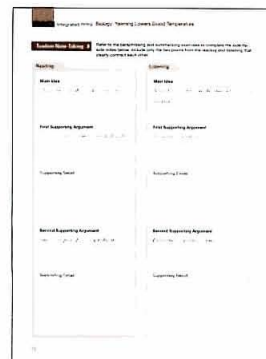
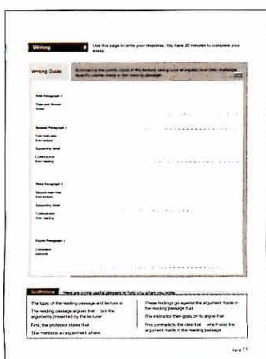


### Integrated Writing Task – Lecture

This section is similar to the reading passage section. It introduces 6 to 10 new vocabulary words that are included in the lecture. Also like the reading passage section, this section contains paraphrasing and summarizing exercises designed to help students understand the lecture and explain it in their own words. This will enable them to write a high-scoring response for the writing task.

### Integrated Writing Task – Tandem Note-Taking

This section requires learners to briefly summarize the information from the previous two sections in two vertical columns. This arrangement allows students to expand their notes by adding supporting details from the reading passage and lecture while allowing them to better understand the relationship between the two passages.

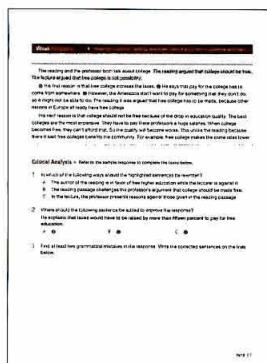


### Integrated Writing Task – Writing Section and Scaffolding

This section includes the question for the Integrated Writing Task and provides space for students to write their responses. It also features a writing guide to help students organize their essays as they write. At the end of this section is the scaffolding portion, which includes useful phrases for the students to incorporate into their responses.

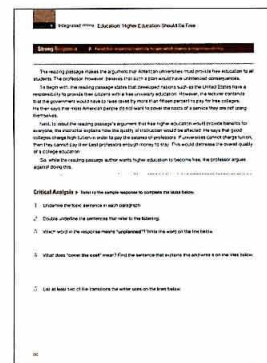
## Integrated Writing Task – Strong Response

This section features a well-written response to the writing task given in the previous section. Learners can see how to improve their own responses by analyzing the organizational techniques, transitions, and vocabulary used in the strong response.



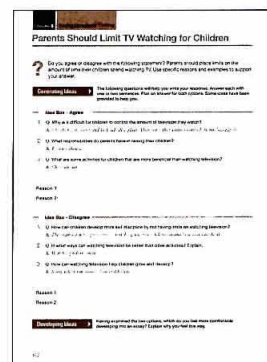
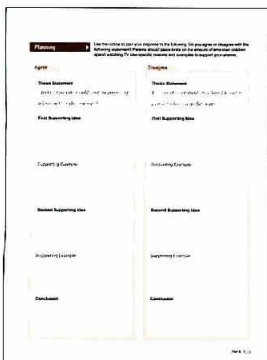
## Integrated Writing Task – Weak Response

This section features a weak response that scores between a 1 and 4 on Integrated Writing Scoring Rubric. Students can see common mistakes to avoid in their own responses. At the end of this section is a critical-thinking exercise that allows learners to further analyze the potential strengths and weaknesses of the response.



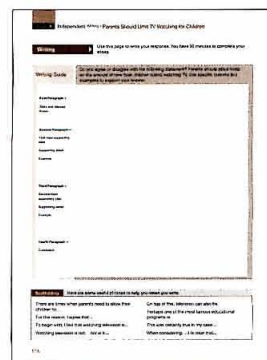
## Independent Writing Task – Generating Ideas

This section begins by presenting the Independent Writing Task question for the chapter. This is followed by an idea-generating exercise that assists students in developing supporting ideas for their response.



## Independent Writing Task – Planning

This section consists of a detailed outlining exercise that requires learners to write their thesis statement, supporting ideas, and examples.



## Independent Writing Task – Writing Section and Scaffolding

This section reintroduces the writing task for the chapter and provides space for students to write their responses. It also features a writing guide to help students organize their essays as they write. At the end of this section is the scaffolding portion, which includes useful phrases for learners to incorporate into their essays.

This section features a well-written response to the writing task given in the previous section. Students can see how to improve their own responses by analyzing the organization, transitions, main ideas, and examples used in the strong response.

This section features a weak response that scores between a 1 and 4 on Independent Writing Scoring Rubric. Students can see common mistakes to avoid in their own responses. At the end of this section is a critical-thinking exercise that allows learners to further analyze the potential strengths and weaknesses of the response.

This section contains 2 complete TOEFL® iBT Writing section tests. The purpose of this section is to let students experience the actual Writing section and to see if they can apply the skills they have learned in the course of studying *TOEFL® Map Writing Intermediate*.

[illegible]

an independent entity. **Shareholders** should not put up with **Share Costs**.

Issue	Answer
1. Explain some of the details about the relationship between the government and the private sector. How is the government involved in the private sector?	• The government is involved in the private sector in many ways. It can regulate the private sector, it can provide financial support to the private sector, and it can own shares in private companies. The government can also provide information to the private sector, and it can act as a guarantor for private companies. The government can also provide legal support to the private sector, and it can act as a mediator in disputes between private companies. The government can also provide a platform for private companies to interact with each other, and it can act as a catalyst for private sector growth. The government can also provide a framework for private sector development, and it can act as a facilitator for private sector investment. The government can also provide a source of capital for private companies, and it can act as a guarantor for private sector loans. The government can also provide a source of expertise for private companies, and it can act as a mentor for private sector entrepreneurs. The government can also provide a source of innovation for private companies, and it can act as a sponsor for private sector research and development. The government can also provide a source of talent for private companies, and it can act as a recruiter for private sector jobs. The government can also provide a source of infrastructure for private companies, and it can act as a provider of public services. The government can also provide a source of information for private companies, and it can act as a source of market research. The government can also provide a source of capital for private companies, and it can act as a guarantor for private sector loans. The government can also provide a source of expertise for private companies, and it can act as a mentor for private sector entrepreneurs. The government can also provide a source of innovation for private companies, and it can act as a sponsor for private sector research and development. The government can also provide a source of talent for private companies, and it can act as a recruiter for private sector jobs. The government can also provide a source of infrastructure for private companies, and it can act as a provider of public services. The government can also provide a source of information for private companies, and it can act as a source of market research.
2. Explain how the government is involved in the private sector. How is the government involved in the private sector?	• The government is involved in the private sector in many ways. It can regulate the private sector, it can provide financial support to the private sector, and it can own shares in private companies. The government can also provide information to the private sector, and it can act as a guarantor for private companies. The government can also provide legal support to the private sector, and it can act as a mediator in disputes between private companies. The government can also provide a platform for private companies to interact with each other, and it can act as a catalyst for private sector growth. The government can also provide a framework for private sector development, and it can act as a facilitator for private sector investment. The government can also provide a source of capital for private companies, and it can act as a guarantor for private sector loans. The government can also provide a source of expertise for private companies, and it can act as a mentor for private sector entrepreneurs. The government can also provide a source of innovation for private companies, and it can act as a sponsor for private sector research and development. The government can also provide a source of talent for private companies, and it can act as a recruiter for private sector jobs. The government can also provide a source of infrastructure for private companies, and it can act as a provider of public services. The government can also provide a source of information for private companies, and it can act as a source of market research.
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This section contains 2 complete TOEFL® iBT Writing section tests. The purpose of this section is to let students experience the actual Writing section and to see if they can apply the skills they have learned in the course of studying *TOEFL® Map Writing Intermediate*.

[illegible]

**Answer:** The correct answer is **choice D**. The passage states that the EPA has issued a report that says that the use of herbicides and pesticides has increased in the United States. The passage also states that the use of herbicides and pesticides has increased in the United States. The passage also states that the use of herbicides and pesticides has increased in the United States.



Part

A

Understanding Writing  
**Question Types**

**Organizing Information**

The writing section is the last part of the TOEFL® iBT test. It consists of the Integrated Writing Task and the Independent Writing Task. In the Integrated Writing Task, students are required to explain how a short reading passage and lecture are related. In the Independent Writing Task, test takers must explain their opinions about a given situation. Test takers have 20 minutes to complete the Integrated Writing Task. For the Independent Writing Task, test takers have 30 minutes.

The writing section tests the ability of students to organize information logically. The responses do not have to be creative or original. They just need to be clear and direct. For both the Integrated Writing Task and the Independent Writing Task, the essays should be organized in the following manner:

**Brief introduction**

thesis statement

**First idea**

general statement | detailed supporting example

**Second idea**

general statement | detailed supporting example

**Third idea**

general statement | detailed supporting example

**Conclusion (optional)**

An essay that follows this basic format will probably earn a high score. The best way for test takers to improve their scores is by using detailed examples to support their ideas. Strong support and vivid details are essential to earn a top score.

Please note that the TOEFL® evaluators recognize that students write their essays with limited preparation and that they are not native English speakers. They do not expect test takers to produce polished, well-researched essays. They are simply looking to see that students can communicate their ideas in a reasonably clear manner. An essay with mistakes can still earn a top score.

### Information Organization Exercise

Each of the following boxes contains ideas for an essay. Organize the information so that it fits logically into the outlines provided below.

1

- Playing competitive sports can stress children out.
- Children who play competitive sports are usually more violent.
- Children are more sensitive than adults.
- Children just want to have fun with their friends.
- Playing to win can make children too aggressive.
- Most children do not care about winning or losing.
- Children should only play sports for fun.

- **Thesis Statement:** \_\_\_\_\_
- **First Supporting Argument:** \_\_\_\_\_  
Detailed Supporting Example: \_\_\_\_\_
- **Second Supporting Argument:** \_\_\_\_\_  
Detailed Supporting Example: \_\_\_\_\_
- **Third Supporting Argument:** \_\_\_\_\_  
Detailed Supporting Example: \_\_\_\_\_

2

- Speaking a second language can help you get a job.
- Understanding a foreign language makes it easier to communicate with more people.
- Knowing a second language shows employers that you are hard working.
- Studying a foreign language also makes you smarter.
- Learning another language has many benefits.
- By learning Spanish, you can communicate with 300 million people.
- It helps develop the parts of the brain related to speech.

- **Thesis Statement:** \_\_\_\_\_
- **First Supporting Argument:** \_\_\_\_\_  
Detailed Supporting Example: \_\_\_\_\_
- **Second Supporting Argument:** \_\_\_\_\_  
Detailed Supporting Example: \_\_\_\_\_
- **Third Supporting Argument:** \_\_\_\_\_

**Explanation of the Integrated Writing Task**

The Integrated Writing Task consists of three parts. Test takers begin by reading a passage approximately 230 to 300 words in length for three minutes. After the reading time has finished, students listen to a lecture that either supports or goes against the reading. Finally, test takers are given 20 minutes to write their essays. During this time, the reading passage will reappear on the computer screen. Again, it is important to remember that test takers are not expected to present any new ideas in their essays. Instead, test takers must summarize the lecture and explain its relationship with the reading passage by providing examples from both.

**Integrated Writing Task Wording**

There are five possible writing tasks you will be presented with. All of them require learners to summarize the lecture and to explain how it either supports or contradicts the reading.

If the listening passage challenges or contradicts the reading passage, the task will be presented in one of the following ways:

- ➔ Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.
- ➔ Summarize the points made in the lecture, being sure to explain how they challenge specific claims [arguments] made in the reading passage.

cf. These questions account for almost all of the questions that have been asked on the TOEFL® iBT so far.

If the listening passage answers problems raised in the reading passage, the task will be presented in the following way:

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

If the listening passage supports or strengthens the reading passage, the task will be presented in one of the following ways:

- ➔ Summarize the points made in the lecture, being sure to specifically explain how they support the explanations in the reading passage.
- ➔ Summarize the points made in the lecture, being sure to specifically explain how they strengthen specific points made in the reading passage.

### Writing Tips for the Integrated Writing Task

- Take notes on all of the main ideas from the reading passage and lecture. The notes do not have to be complete, but they should include the supporting arguments and examples for each idea from both the reading passage and lecture.
- Write your notes in two columns, with the notes for the reading passage on the left and the notes for the lecture on the right. This will make it easier for you to compare their main ideas when it is time for you to write.
- Take one minute to organize your ideas before you begin writing. Refer to your notes as you write.
- Focus primarily on summarizing the lecture in your response. Be sure to include all of the main ideas and examples from the lecture. Do not give your opinion about the topic.
- Use only one or two sentences per paragraph to explain how the reading relates to the lecture.
- Keep the same format throughout your essay. You can begin each body paragraph by summarizing the reading passage and then explain how it relates to the lecture. Or you could do the opposite by starting with the lecture and explaining how it relates to the reading passage.
- Begin each paragraph with clear, simple transitions.
- Manage your time wisely. Try to spend no more than five minutes writing each paragraph.
- Use the last one to three minutes to proofread your response. Correct errors as needed.

## Sample Integrated Writing Task

### ► Reading Passage

On the Integrated Writing Task, a reading passage like the one below will be given to you first. You will have three minutes to read the passage.

With the growing threat of world hunger, people are looking for new ways to end this crisis. One of these is through the use of genetically modified organisms, otherwise known as GMOs. These plants are specially created by scientists to be superior to traditional crops. This makes genetically modified foods the best tool for fighting world hunger.

One benefit of GMOs is their resistance to insect pests. Each year, farmers around the world use millions of tons of insecticides to stop bugs from eating their crops. These insect killers are made from powerful chemicals that can harm the surrounding environment as well as the crops themselves. With GMOs, farmers no longer have to rely on insecticides. This protects the environment and makes foods safer to eat.

Another advantage of modified foods is their increased crop yield. Traditional crops produce a relatively small amount of food per acre. For instance, one acre of corn produces about 120 bushels each year. With GMOs, farmers can produce much more food with the same amount of land. One acre of genetically modified corn can produce nearly 200 bushels per year. It is for this reason that poor farmers with limited land resources rely on GMOs to help them grow enough food to survive.

Perhaps the most important aspect of GMOs is their greater nutritional value. Vitamins and minerals can easily be added to genetically modified foods to help people stay healthy. The most well-known example of this is GM rice, commonly referred to as golden rice. Golden rice was created to help the millions of people in developing nations who do not get enough vitamin A in their diets. Thanks to golden rice and other GMOs, millions of people each year are able to get the nutrients they need to stay healthy.

Following this, you will listen to a lecture:

**Narrator (Male)**

Now listen to part of a lecture on the topic you just read about.

**Professor (Male)**

In many ways, technology has made our lives safer, cleaner, and more enjoyable. There are some areas, though, where the use of technology is not such a good thing. One of these areas is food. Specifically, I'm referring genetically modified crops, or GMOs. These artificially created crops pose a serious risk to both people and the environment.

First of all, growing genetically modified crops can damage the environment. How does this occur? The pollen from the modified crops can reach other areas. This spreads the genes from GMOs to unmodified plant species. So these natural plants develop the traits of GMOs. One trait is resistance to herbicides . . . you know, weed killers. This has caused the appearance of so-called "superweeds" that cannot be killed with herbicides. As a result, many farmers have been forced to switch back to growing traditional crops.

And you know what else? GMO crops and farming technology are expensive, meaning that farmers in poorer nations cannot afford them. Although genetically modified crops were created to help these people, only farmers in rich nations can easily afford to grow these crops. The truth of the matter is that fewer than ten percent of farmers in developing nations grow GM crops. This makes it difficult for poor farmers to reap the benefits of their increased food production.

Oh, and here's another concern with GMOs: food safety. You know, natural foods have developed over a long period of time, so our bodies are used to them. But with GM foods, this is not the case. In fact, these foods may create problems such as introducing new allergens into foods and contributing to the spread of antibiotic resistance. It is for this reason that most nations around the world have banned the production and importation of GM foods.

Once the listening is finished, the reading passage will reappear along with the following directions and the writing task:

► **Directions and Writing Task**

**Directions:** You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

**Question:** Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.

© 1-02

At this time, you will have 20 minutes to complete your essay.

## Paraphrasing and Summarizing

To be successful on the writing portion of the TOEFL®, you must be able to paraphrase sentences by rewriting them in your own words and summarizing the information. The following exercises show you how to do this successfully.

### ► Sample Paraphrasing

The following sentences from the reading passage can be paraphrased in the following ways.

- 1 These plants are specially created by scientists to be superior to traditional crops.  
→ *Scientists have produced GM crops to improve upon natural crops.*
- 2 These insect killers are made from powerful chemicals that can harm the surrounding environment as well as the crops themselves.  
→ *Both the environment and crops can be damaged by the chemicals found in insecticides.*
- 3 With GMOs, farmers can produce much more food with the same amount of land.  
→ *GM crops allow farmers to grow more food without having to use more land.*
- 4 Golden rice was created to help the millions of people in developing nations who do not get enough vitamin A in their diets.  
→ *To help poor people get the nutrition they need, scientists created genetically modified rice.*

### ► Sample Summarizing

The summary below consists of paraphrased information from the reading passage.

The author of the reading passage argues that genetically modified foods are the solution for the world's hunger crisis. Three arguments are given to support this idea. The first is that GM foods cannot be damaged by insects, meaning that they do not need insecticides. This, in turn, benefits the environment. Second, the author contends that these crops can help poor farmers because they produce more food per acre than traditional crops. The last point is that GMOs have greater nutritional value. This, it is argued, makes it possible for people in developing nations to get the nutrients they need to stay healthy.

As you can see, the paraphrased sentences convey the ideas of the original sentences with different words while the summary clearly explains the main idea of the reading passage and its supporting details.

### ► Sample Paraphrasing and Summarizing Exercise

You will now listen to the lecture. As you listen, complete the paraphrasing and summarizing exercises below. Try to make your answers similar to the ones given for the reading passage. © 1-03

#### Paraphrasing

- 1 These artificially created crops pose a serious risk to both people and the environment.  
→ *Both humans and \_\_\_\_\_ can be \_\_\_\_\_ by GM crops.*
  
- 2 The pollen from the modified crops can reach other areas, spreading the genes from GMOs to unmodified plant species.  
→ *GM crops can \_\_\_\_\_ to other plants by fertilizing them \_\_\_\_\_.*
  
- 3 Although genetically modified crops were created to help these people, only farmers in rich nations can easily afford to grow these crops.  
→ *Only \_\_\_\_\_ can purchase GM crops even though they were made \_\_\_\_\_.*
  
- 4 It is for this reason that most nations around the world have banned the production and importation of GM foods.  
→ *Several countries \_\_\_\_\_ the growth and sale of \_\_\_\_\_ for safety reasons.*

#### Summarizing

In the lecture, the professor questions \_\_\_\_\_ as a means to solve world hunger. His first argument explains how GM crops can \_\_\_\_\_ by spreading their traits to other plant species. His next point is about the high costs of GMO farming technology. Even though these crops were developed to help poor farmers, they are \_\_\_\_\_ for these people to purchase. This negates the benefits of increased crop production of GMOs. The instructor concludes his lecture by \_\_\_\_\_ of GM crops. He explains that because they cause \_\_\_\_\_, these crops have been banned in several countries.

## Tandem Note-Taking

Now it is time for you to complete the chart below using the information from the paraphrasing and summarizing exercises for the reading and listening. These notes will help you when you write your response.

Reading	Listening
<b>Main Idea</b> <i>GMOs are the best solution for ending world hunger.</i>	<b>Main Idea</b> <i>GM crops pose a risk to both people and the environment.</i>
<b>First Supporting Argument</b> <i>GM foods are resistant to</i>	<b>First Supporting Argument</b> <i>GMOs can cause damage to</i>
<b>Supporting Detail</b>	<b>Supporting Detail</b>
<b>Second Supporting Argument</b> <i>These crops produce more</i>	<b>Second Supporting Argument</b> <i>GMO crops and technology are</i>
<b>Supporting Detail</b>	<b>Supporting Detail</b>
<b>Third Supporting Argument</b> <i>GMOs can help end</i>	<b>Third Supporting Argument</b> <i>Scientists are still not sure of</i>
<b>Supporting Detail</b>	<b>Supporting Detail</b>

## Writing Exercise

Use this page to write your response. You have 20 minutes to complete your essay.

### Writing Guide

Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.

1-04

#### First Paragraph ▶

State and discuss  
thesis

#### Second Paragraph ▶

First main idea  
from lecture

Supporting detail

Contradiction  
from reading

#### Third Paragraph ▶

Second main idea  
from lecture

Supporting detail

Contradiction  
from reading

#### Fourth Paragraph ▶

Third main idea  
from lecture

Supporting detail

Contradiction  
from reading

#### Fifth Paragraph ▶

Conclusion  
(optional)

## **Integrated Writing Scoring Rubric**

The scoring rubric below is similar to the one used by the TOEFL® iBT Writing Task graders.

### **Score 5**

A response scoring a 5 clearly summarizes the central ideas from the lecture and explains how they relate to the arguments given in the reading passage. Essays of this level are well organized and contain very few grammatical errors that do not obscure meaning.

### **Score 4**

A response scoring at this level is generally successful at presenting the main ideas from the lecture and explaining how they relate to those presented in the reading passage. However, it may occasionally be unclear or inaccurate. A response will also earn a score of 4 if it includes more frequent and noticeable grammatical errors that only occasionally obscure meaning.

### **Score 3**

A response scoring at this level generally explains the main ideas from the lecture and how they relate to those presented in the reading passage but does so in a way that is vague, unclear, or occasionally incorrect. A response that fails to include one of the main ideas from the lecture will also score at this level. Finally, essays of this level may contain more frequent grammatical errors that make it difficult to understand the relationship between the arguments made in the lecture and reading passage.

### **Score 2**

A response scoring at this level includes only some of the important ideas from the lecture and fails to explain how they relate to the information presented in the reading passage. A response scoring a 2 may also include serious grammatical errors that prevent readers who are not already familiar with the topic from understanding the main ideas from the lecture and reading passage.

### **Score 1**

A response scoring at this level includes little or no useful information from the lecture. It may also include very low-level language that completely obscures understanding.

### **Score 0**

A response scoring at this level simply copies sentences from the reading, does not address the topic, is written in a foreign language, or is blank.

## Strong Response

Read the response carefully to see what makes a response strong. Place the following titles in the appropriate blanks in the response.

a. Contradictory sentence (x3)

b. Topic sentence (x3)

c. Thesis statement

d. Opening sentence

e. Example (x3)

---

[ ] The author of the reading passage argues in favor of using genetically modified foods to help solve world hunger. [ ] The lecturer, on the other hand, does not agree with this viewpoint.

[ ] The reading passage first explains that GMOs are not vulnerable to insect pests and therefore do not require insecticides. [ ] Meanwhile, the professor contends that genetically modified crops can harm the environment by spreading their traits to other plants. [ ] He illustrates this point by explaining that this process has resulted in “superweeds” that cannot be killed by herbicides, which has forced farmers to go back to traditional crops.

[ ] Next, the reading passage states that GM crops produce more food per acre than regular crops. [ ] This argument is countered by the instructor. [ ] He posits that because GMO crops and technology are so expensive, farmers from developing nations cannot afford them. This, the professor believes, offsets the benefits of increased crop production from GMOs.

[ ] The last point made by the reading passage is that GM foods are healthier than traditional foods. [ ] The example given is golden rice, which contains high amounts of vitamin A. [ ] The lecturer, on the other hand, questions the safety of GMOs. He believes that they introduce new allergens into foods and add to the spread of antibiotic resistance. This is why many nations have banned the growth and sale of genetically modified foods.

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## Weak Response

Read the response carefully and make note of any errors in grammar and logic.

The professor and reading have different opinions about GMO foods. The professor is against them, but the reading is favor of them.

In the beginning, the professor says that GMO unable to resist weed killers. He also say that some weeds cannot be kill by killers. So this is a problem. The reading was the opposite. It said that GMO create better environment. This is because they don't use insects. So in this way they better.

Secondly the professor talks that GMO are too expensive for poor farmers to have. They can not grow them. Only rich farmers can afford them. Therefore, this is a problem. In the passage, it was contrast. It wrote the GMO save farmers who are poor.

Third, the professor believe that GMO are unhealthy. ❶ Therefore, they are not allowed in many country. ❷ But the reading passage stated opposite again. ❸ It said GMO have fixed world hunger, such as gold rice. This has given poor people vitamin a.

## ► Analysis Exercise

- 1 In which of the following ways should the highlighted sentence be rewritten?
  - (A) Farmers who use GM crops must be poor, according to the argument in the reading.
  - (B) The passage states that poor farmers can use GM crops to help them survive.
  - (C) The points made by the author differ from those made in the reading.
- 2 Where should the following sentence be added to improve the response?

**GM crops may contribute to the spread of antibiotic resistance and introduce new allergens into foods.**

  - (A) ❶
  - (B) ❷
  - (C) ❸

**Explanation of the Independent Writing Task**

The Independent Writing Task is the second half of the TOEFL® iBT writing section. Students are provided 30 minutes to write an essay explaining their options about a given question. Responses should be between 300 and 400 words in length in order to earn a high score. To earn a top score, test takers must use logical arguments and effective supporting examples to support their arguments. Strong responses are generally four or five paragraphs long. They usually include an introductory paragraph with a clear thesis statement, two or three supporting paragraphs with focused topic sentences, and a brief concluding paragraph.

**Independent Writing Task Wording**

There are three possible writing tasks you will be presented with, but they all ask you to express your opinion about an important issue.

For the agree/disagree type, the task will be presented in the following way:

- ➔ Do you agree or disagree with the following statement?

**[A sentence or sentences that present an issue]**

Use specific reasons and examples to support your answer.

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

For the preference type, the task will be presented in the following way:

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

For the opinion type, the task will be presented in the following way:

- ➔ In your opinion, what is the most important . . . ? Use specific reasons and examples from your experience to explain your answer.
- ➔ **[A sentence or sentences that state a fact]**  
In your opinion, what is one thing that should be . . . ? Use specific reasons and details to explain your choice.

### Writing Tips for the Independent Writing Task

- Spend three to five minutes brainstorming and outlining your response before you begin writing.
- Rewrite the question in your thesis statement.
- Make a few general statements about the topic in your opening paragraph.
- Include at least two main ideas in your essay to support your opinion.
- Give supporting ideas and examples from your personal experience and knowledge to strengthen your response.
- Conclude each body paragraph with a sentence summarizing its main argument.
- Manage your time wisely. Try not to spend more than seven to ten minutes writing each paragraph.
- Use the last one to three minutes to proofread your response. Correct errors as needed.

### Sample Independent Writing Task

On the Independent Writing Task, you will be given the following directions along with a similar writing prompt:

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

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

**It was easier to be successful in the past than it is today.**

Use specific reasons and examples to support your answer.

## Generating Ideas

The following questions will help you write your response. Answer each with one or two sentences. Plan an answer for both options. Some ideas have been provided to help you.

### Idea Box • Agree

1 Q: In what ways was there less competition in the past in terms of education?

A: *In the past, very few people were well educated or attended college.*

2 Q: How has the number of skills a person needs changed over time?

A: *People today need*

3 Q: How has the definition of success changed over time?

A: *It has become*

Reason 1:

Reason 2:

Reason 3:

### Idea Box • Disagree

1 Q: What was the work ethic of most people like in the past?

A: *At that time, many people worked long hours at difficult jobs. Few people had easy jobs.*

2 Q: What opportunities did most people have to become successful?

A: *Most people had*

3 Q: What types of people were usually the most successful in the past?

A: *At that time, most successful people*

Reason 1:

Reason 2:

Reason 3:

## Outlining Exercise

To be successful on the writing portion of the TOEFL®, you must get into the habit of outlining your essay before you begin writing. Start by writing your thesis statement and then arrange your supporting ideas logically. Finally, write down at least one supporting example for each supporting idea.

### ► Planning

Use the outline to plan your response to the following: **Do you agree or disagree with the following statement? It was easier to be successful in the past than it is today. Use specific reasons and examples to support your answer.**

#### Agree

##### Thesis Statement

*I wholeheartedly agree that it was  
easier to be successful in the past.*

##### First Supporting Idea

.....  
.....

##### Supporting Example

.....

##### Second Supporting Idea

.....  
.....

##### Supporting Example

.....

##### Third Supporting Idea

.....  
.....

##### Supporting Example

.....

##### Conclusion (optional)

.....

#### Disagree

##### Thesis Statement

*I believe that it is easier to be successful  
today than it was in times before.*

##### First Supporting Idea

.....  
.....

##### Supporting Example

.....

##### Second Supporting Idea

.....  
.....

##### Supporting Example

.....

##### Third Supporting Idea

.....  
.....

##### Supporting Example

.....

##### Conclusion (optional)

.....

## Writing Exercise

Use this page to write your response. You have 30 minutes to complete your essay.

### Writing Guide

Do you agree or disagree with the following statement? It was easier to be successful in the past than it is today. Use specific reasons and examples to support your answer.

#### First Paragraph ►

State and discuss  
thesis

#### Second Paragraph ►

First main supporting  
idea

General statement

Supporting example

#### Third Paragraph ►

Second main  
supporting idea

General statement

Supporting example

#### Fourth Paragraph ►

Third main supporting  
idea

General statement

Supporting example

#### Fifth Paragraph ►

Conclusion

## **Independent Writing Scoring Rubric**

The scoring rubric below is similar to the one used by the TOEFL® iBT Writing Task graders.

### **Score 5**

An essay that earns a 5 clearly addresses the topic. It uses logical organization, appropriate transitions between ideas and paragraphs, and developed supporting examples for each main idea. The essay will read smoothly and include a variety of sentence types, suitable word choice, and correct use of idiomatic expressions. It may also include minor grammatical errors that do not distract the reader.

### **Score 4**

An essay scoring at this level does a good job of addressing the topic. However, it may not include enough details to fully develop its supporting ideas. It is clearly organized for the most part though it may have some unclear transitions, redundancies, and/or unrelated information. It may also include more noticeable errors in grammar and word choice that do not obscure meaning.

### **Score 3**

An essay that earns a 3 addresses the topic using explanations and examples that are not easily understood or fully developed. Although the response will be somewhat coherent, it may not have clear transitions between ideas. An essay scoring in this level may also include accurate but limited sentence structures and vocabulary and more frequent grammatical errors that occasionally obscure meaning.

### **Score 2**

An essay scoring at this level fails to address the topic clearly and is characterized by inadequate organization and insufficiently developed ideas. It may include examples that fail to develop the main ideas and more numerous grammatical errors that obscure meaning.

### **Score 1**

An essay scoring at this level fails to present and develop any ideas and includes serious and frequent grammatical errors that largely obscure meaning.

### **Score 0**

A response scoring at this level simply copies the topic, does not address the topic, is written in a foreign language, or is blank.

## Strong Response

Read the response carefully to see what makes a response strong. Place the following titles in the appropriate blanks in the response.

- |                 |                        |                           |                     |
|-----------------|------------------------|---------------------------|---------------------|
| a. Summary      | b. Opening sentences   | c. General statement (x3) | d. Thesis statement |
| e. Example (x3) | f. Topic sentence (x3) | g. Final comment          |                     |

[ ] I disagree that it was easier to be successful in the past than it is today for three reasons. [ ] First, in previous times working hard was necessary just to get by. Second, there were fewer opportunities for average people to excel. And finally, the people who were successful in the past were highly gifted and diligent.

[ ] To begin with, most people in the past needed to work hard in order to survive. [ ] They worked long hours at difficult jobs. [ ] To be more specific, it was common to work sixty hours or more per week at physically difficult jobs. Therefore people had little time or energy to do more than what was required of them. Today many people work in office jobs for only forty hours per week. Because they have more free time and energy, they are able to do extra work to get ahead. In this way, it is easier for employees today to stand out.

[ ] Another factor that made it difficult to be successful in the past was that there were fewer opportunities for people to get ahead. [ ] For centuries, the vast majority of people learned a trade from a young age or worked on their families' farms. They could not easily do something different or unique. [ ] This is illustrated by the fact that most successful people in the past were born into royal or rich families. These privileged members of society received the best educations and had many opportunities to succeed. In contrast, unlike today, the majority of average people did not have these opportunities given to them.

[ ] On top of this, middle-class people who were successful in the past were very gifted. [ ] Back then, only people with natural talent could stand out from the common people. [ ] For example, consider the case of Ludwig van Beethoven. His musical ability was evident from an early age, and he was able to develop his skill on his own. If he had not been born with his talent, he might have never become successful. Today, however, average people can compensate for their lack of natural ability by going to college and gaining certification.

[ ] Ultimately, I contend that it is easier for more people to be successful today. [ ] Thanks to increased wealth and educational opportunities, average people can now excel beyond the norm and reach success.

### Weak Response

Read the response carefully and make note of any errors in grammar and logic.

People today concentrating on success a lot. Many people want to become more rich and famous. That's why its so hard to be successful today because a lot people feel the same way, too. Thus I agree with the statement above.

One reason why it's easier to be successful in the past than today was there was not as many compitition. For example, most people just worked at there jobs. They didn't not go to college. So people were less educate. This means it was possible for average people to become successful easily.

Second reason why it's easier to be successful in the past is not as many skill needed back at that time. Be good at your job didn't mean too much thinking. If you work on the farm, you only need to know about plant crops and grow food. You don't need to use the computer or whatever. Unlike then, today is not true. Now you have to know many things to be successful. You have to know about your job, your computer programs, etc. So therefore less skills needed back in the past.

The final reason I feel this way is people in the past they didn't not care about be successful. They only wanted to have a house and family. They wanted to eat food every night. They did not want the luxury item. This made it successful easily. But today it cannot become successful without lots of money. For example, Bill Gates is successful, but maybe my neighbor isn't not because he is not so rich.

In conclusion, to be successful today is harder than in the past.

### ► Analysis Exercise

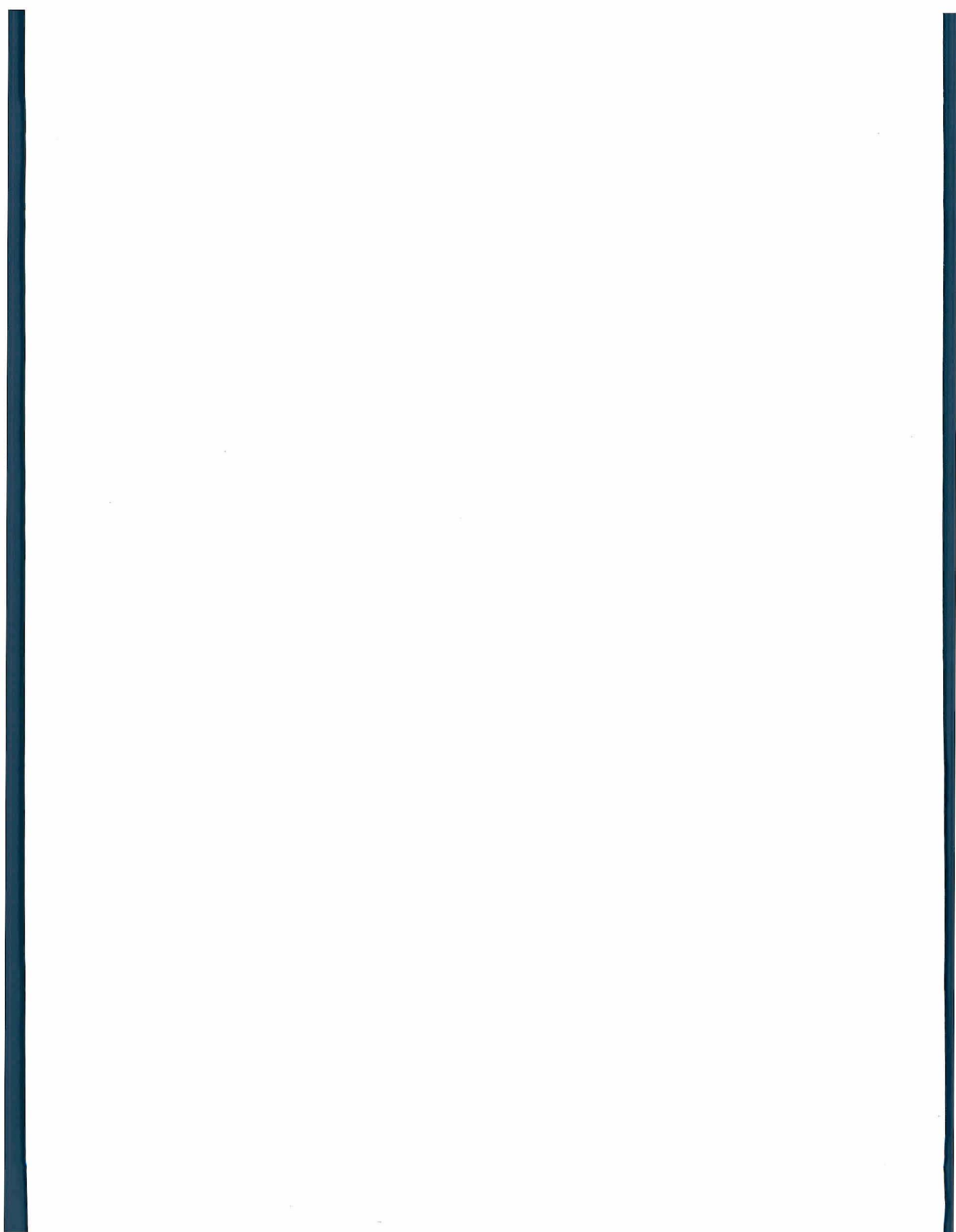
Which of the following sentences could be added to strengthen the response?

- (A) There are a much wider variety of jobs available today compared to previous times.
- (B) In previous times, people who owned their own land were considered successful.
- (C) Simply by graduating from college, a person in the past could become successful easily.

Part

**B**

Building  
Knowledge & Skills  
**for the Writing**



c h a p t e r

# 1

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## **Integrated Writing**

Zoology: Bonobos and Chimpanzees

## **Independent Writing**

Teachers Should Update Their Knowledge Regularly

# Zoology: Bonobos and Chimpanzees

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

- **genetic** (*adj*)  
relating to the science of heredity, which is the study of how parents pass their characteristics on to their children  
DNA and RNA are your body's **genetic** material.
- **ancestor** (*n*)  
a forefather; a person coming early in the family line  
My **ancestors** were farmers from Europe.
- **captivity** (*n*)  
the act of keeping animals  
Animals in zoos are being held in **captivity**.
- **aggressively** (*adv*)  
forcefully; hostilely; in a hostile manner  
The male lions acted **aggressively** toward each other.
- **harmony** (*n*)  
social agreement  
Human beings should live in **harmony** with nature.
- **intense** (*adj*)  
extreme in degree, strength, or size  
The heat in the middle of the desert is too **intense** for most people to handle.
- **resort to** (*phr v*)  
to look to when in need  
The government **resorted to** raising taxes to end the financial problems.
- **resolve** (*v*)  
to find a solution to a problem or argument  
After many weeks of fighting, my brother and I were able to **resolve** our argument.

## Reading

Read the passage carefully. Try to understand what the main argument of the passage is. You have 3 minutes to read.

Bonobos and chimpanzees are two of humans' closest genetic relatives. Because these animals share a common ancestor, bonobos and chimpanzees have many characteristics in common. However, they are also unique in many ways. One of the biggest differences between the animals is their attitudes. While bonobos tend to be peaceful, chimpanzees are often more violent.

NOTE

Observations of bonobos and chimpanzees in captivity have shown surprising differences in their personalities. When placed in a zoo, bonobos are generally calm and relaxed. They seem to enjoy their surroundings and are playful and cooperative with researchers. However, chimpanzees act much more aggressively than bonobos when placed in similar situations. They are unwilling to work with scientists and easily become angry. Chimpanzees have even been known to break out of their cages and destroy expensive scientific equipment. These findings strongly suggest that bonobos are much less aggressive than chimpanzees.

Another way in which the animals differ is in how they interact with one another. Bonobos generally live in harmony with the other members of their group. This is illustrated by the fact that larger bonobos almost never attack smaller ones. Even when they have intense conflicts, bonobos rarely become aggressive with each other. On the other hand, chimpanzees frequently resort to physical violence to resolve arguments, and larger male chimpanzees often

attack smaller males to maintain control of their group. In short, chimpanzees rely on aggressive behavior much more than nonviolent bonobos.

---

**Paraphrasing** ▶ The following sentences come from the reading passage. Complete each paraphrase with appropriate words or phrases.

- 1 Observations of bonobos and chimpanzees in captivity have shown surprising differences in their personalities.

→ *Scientists have found that bonobos and chimpanzees \_\_\_\_\_ when they are \_\_\_\_\_.*

- 2 These findings strongly suggest that bonobos are much less aggressive than chimpanzees.

→ *Unlike chimpanzees, which are \_\_\_\_\_ bonobos are \_\_\_\_\_.*

- 3 Even when they have intense conflicts, bonobos rarely become aggressive with each other.

→ *Bonobos are not \_\_\_\_\_ even when they have arguments.*

- 4 Chimpanzees frequently resort to physical violence to resolve arguments.

→ *Chimpanzees rely on \_\_\_\_\_ in order to \_\_\_\_\_.*

**Summarizing** ▶ Complete the summary below using the information from the reading passage. Be sure to paraphrase the information.

The reading passage mainly dealt with the differences in behavior \_\_\_\_\_.

The passage gave two supporting ideas to support this claim. First, the passage explained that chimpanzees act \_\_\_\_\_ when they are being kept in zoos. The example given that illustrates this idea is the fact that bonobos \_\_\_\_\_ while chimpanzees do not. Second, the passage talked about how \_\_\_\_\_ animals than chimpanzees. The passage shows this by explaining that chimpanzees \_\_\_\_\_ whereas bonobos do not.

**V o c a b u l a r y**

Take a few moments to review the vocabulary items that will appear in this task.

- **primate** (*n*)  
an animal such as a monkey, an ape, or a human being  
Most **primates** have hair all over their bodies and walk on all fours.
- **react** (*v*)  
to act in return to something; to respond  
Do you know how to **react** when there is an emergency?
- **conclude** (*v*)  
to reach a decision about; to decide  
After talking with my friends, I **concluded** that I would stay home instead of going on vacation.
- **invalid** (*adj*)  
not based on the truth; worthless  
Your opinions are **invalid**.
- **zoologist** (*n*)  
a scientist who studies animals and animal life  
My sister loves animals, so she is studying to become a **zoologist**.
- **creature** (*n*)  
a living being, especially an animal  
The **creatures** on earth today are very different from the ones that lived here five million years ago.
- **shocking** (*adj*)  
very surprising; outrageous  
Her rude comments were very **shocking** to me.
- **tranquil** (*adj*)  
calm; peaceful  
I love visiting the forest because it is so clean and **tranquil**.

**Listening**

Now listen to part of a lecture on the topic you just read about.

2-01



**Paraphrasing** ► The following sentences come from the lecture. Complete each paraphrase with appropriate words or phrases.

- 1 Studies of bonobos have shown them to be less aggressive than chimps but only when they are both in captivity.

→ *Research done on bonobos in captivity has shown them to be \_\_\_\_\_ than chimpanzees.*

- 2 In other words, these experiments are invalid because they don't compare how bonobos and chimps act in the wild.

→ *Because they do not compare the way bonobos and chimpanzees act \_\_\_\_\_, these studies are not valid.*

- 3 For a long time, zoologists thought that bonobos lived in peace and avoided direct conflict.

→ *Zoologists long believed that bonobos were \_\_\_\_\_ that did not \_\_\_\_\_.*

- 4 The reason that researchers had not discovered this sooner is that the smaller bonobos only attack when there are no other creatures around.

→ *Scientists only recently learned about this because \_\_\_\_\_ only attack when they are alone \_\_\_\_\_.*

**Summarizing** ► Complete the summary below using the information from the lecture. Be sure to paraphrase the information.

The professor's lecture explains that bonobos may not be as peaceful as \_\_\_\_\_.

She gives two supporting ideas to support her thesis. First, she mentions that \_\_\_\_\_

\_\_\_\_\_ according to \_\_\_\_\_. She explains that because studies of bonobos

and chimpanzees have only observed \_\_\_\_\_, they are not valid. Second, she

talks about how bonobos interact with each other by saying that \_\_\_\_\_

previously thought. To explain this idea, the professor talks about new research which has found that

smaller bonobos \_\_\_\_\_ when they are \_\_\_\_\_.

**Tandem Note-Taking** ▶

Refer to the paraphrasing and summarizing exercises to complete the side-by-side notes below. Include only the two points from the reading and listening that clearly contract each other.

**Reading****Main Idea**

*Bonobos are usually*

*but chimpanzees are*

**First Supporting Argument**

*When they are in captivity, bonobos are*

*but chimpanzees act much more*

**Supporting Detail****Second Supporting Argument**

*Bonobos live*

*while chimpanzees*

**Supporting Detail****Listening****Main Idea**

*There might be other explanations for*

**First Supporting Argument**

*Animals behave differently depending on*

**Supporting Detail****Second Supporting Argument**

*Bonobos may not*

**Supporting Detail**

## Writing

Use this page to write your response. You have 20 minutes to complete your essay.

### Writing Guide

Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.

2-02

#### First Paragraph ►

State and discuss  
thesis

#### Second Paragraph ►

First main idea  
from lecture

Supporting detail

Contradiction  
from reading

#### Third Paragraph ►

Second main idea  
from lecture

Supporting detail

Contradiction  
from reading

#### Fourth Paragraph ►

Conclusion  
(optional)

### Scaffolding

Here are some useful phrases to help you when you write.

The reading passage and lecture compare...  
Her arguments cast doubt on the claims made in...  
The instructor begins her lecture by explaining...  
This challenges the reading's assertion that...

Next, the professor states that...  
She illustrates this by mentioning...  
This argument challenges the claim made in the  
reading passage that...

**Strong Response**

▶ Read the response carefully to see what makes a response strong.

The reading passage and lecture compare bonobos with chimpanzees. The reading passage suggests that bonobos are much more peaceful than chimpanzees, but the professor's lecture casts doubt on this claim.

The instructor begins her lecture by explaining that animals change the way they act to adapt to their situations. She talks about how this relates to the studies about bonobos and chimpanzees. Because these studies only focused on animals in captivity, they are invalid since they do not explain how bonobos and chimpanzees act in the wild. The professor's argument calls into question the reading passage's assertion that bonobos are less aggressive than chimpanzees.

Next, the lecturer talks about how bonobos may not live in total harmony with one another. She says that zoologists had believed that bonobos were peaceful animals. However, they have recently discovered that smaller bonobos actually attack larger bonobos. Scientists did not learn about this sooner because the smaller bonobos only attack where there is no one around. This argument challenges the claim made in the reading passage that bonobos are peaceful animals that do not resort to violence.

**Critical Analysis** ▶ Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 Which word in the response means "**worthless**"? Write the word on the line below.  
\_\_\_\_\_
- 4 What does "**live in harmony**" mean? Find the sentence that explains this and write it on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_
- 5 List at least two of the transitions the writer uses on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_

## Weak Response

► Read the response carefully and make note of any errors in grammar and logic.

The lecture after the passage. Gives some disagreement for the text. **There was said bonobos are peaceful.** But lecture says this might not be truth.

Firstly, the passage says bonobos have, much more clam then the chimpanzees. The bonobos are playful and cooperative. Unlike the chimpanzees. This shows the bonobos are harmony animals. However, the arguements is made differently in lecture. Professor says both animals captivity. So they are invalid.

Nextly, it is reading that the bonobos are much more peaceful. ❶ This is truth because, the large bonobos don't not attack the small ones. ❷ So this way animals are different. In lecture, it says otherwise. ❸ She mentions that bonobos lives harmony lives. But the bonobos sometimes attack each other. So the discovery says that bonobos are not so tranquil.

## Critical Analysis ► Refer to the sample response to complete the tasks below.

- 1 In which of the following ways should the highlighted sentences be rewritten?
  - (A) According to the reading passage, it is not true that bonobos are peaceful.
  - (B) Although the reading passage states that bonobos are peaceful, the lecturer questions this argument.
  - (C) According to the lecture, the peacefulness of bonobos might not be true, which is unlike the reading.
- 2 Where should the following sentence be added to improve the response?  
On the other hand, chimpanzees often attack one another.
  - (A) ❶
  - (B) ❷
  - (C) ❸
- 3 Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

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# Teachers Should Update Their Knowledge Regularly



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

## Generating Ideas

The following questions will help you write your response. Answer each with one or two sentences. Plan an answer for both options. Some ideas have been provided to help you.

### Idea Box • Agree

- 1 Q: How can the philosophy of teaching change over time?  
A: *New teaching methods are developed all the time. Teachers need to know about them.*
- 2 Q: How do students and schools benefit from requiring teachers to update their knowledge?  
A: *Students benefit*
- 3 Q: What are some other jobs that require workers to update their knowledge regularly?  
A: *Some other jobs include*

Reason 1:

Reason 2:

### Idea Box • Disagree

- 1 Q: How do teachers improve their teaching skills on a daily basis?  
A: *Teachers learn something new and improve their teaching skills every time they teach.*
- 2 Q: What certification is required to become a professional teacher?  
A: *Teachers need*
- 3 Q: What are some drawbacks to requiring teachers to update their knowledge regularly?  
A: *The new methods that teachers learn*

Reason 1:

Reason 2:

## Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay? Explain why you feel this way.

## Planning



Use the outline to plan your response to the following: **Do you agree or disagree with the following statement? Teachers should update their knowledge every five years. Use specific reasons and examples to support your answer.**

### Agree

#### Thesis Statement

*I believe that teachers should be required to update their knowledge every five years.*

#### First Supporting Idea

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#### Supporting Example

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#### Second Supporting Idea

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#### Supporting Example

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#### Conclusion

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### Disagree

#### Thesis Statement

*I believe that teachers are capable of improving their abilities on their own.*

#### First Supporting Idea

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#### Supporting Example

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#### Second Supporting Idea

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#### Supporting Example

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#### Conclusion

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**Writing**

Use this page to write your response. You have 30 minutes to complete your essay.

**Writing Guide**

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

**First Paragraph ▶**

State and discuss  
thesis

**Second Paragraph ▶**

First main supporting  
idea

Supporting detail

Example

**Third Paragraph ▶**

Second main  
supporting idea

Supporting detail

Example

**Fourth Paragraph ▶**

Conclusion

**Scaffolding**

Here are some useful phrases to help you when you write.

I agree/disagree that teachers need to...

First of all, teachers are already...

In contrast, teachers who...

This means that all school teachers have...

As a result of... teachers should be required to...

In addition, teachers...

To give you an idea, here is an example from...

For the reasons illustrated above, it is clear that...

**Strong Response**

► Read the response carefully to see what makes a response strong.

I disagree that teachers need to update their knowledge every five years for two reasons. One, teachers are certified educational professionals who are capable of improving their abilities on their own. Two, their teaching is evaluated every day by students, parents, and other teachers.

First of all, teachers are already certified experts. Becoming a teacher requires an education degree and years of training. In university education programs, potential teachers are taught how to create lesson plans, how to motivate students, and how to teach effectively. Once they graduate, these students have to pass state certification tests in order to obtain their teaching licenses. Passing these exams requires students to have a deep understanding of the subject they want to teach as well as various teaching methods to use in the classroom. This means that all school teachers have the training and knowledge needed to be effective educators. Therefore, requiring teachers to update their knowledge every few years is unnecessary.

In addition, teachers receive feedback on a daily basis. They are constantly being evaluated by students, parents, and other faculty members. Instructors who do not teach effectively are told about their shortcomings and are given the opportunity to correct them. For instance, my older sister is a teacher. During her first year of teaching, many of her students were not doing well in her classes. My sister was not sure about what to do, so she got some advice from the older, more experienced teachers at her school. As a result, her students' performances increased dramatically. Today, she is one of her school's top teachers. For educators like my sister, such experiences are much more instructive than any required teaching courses could ever be.

Teachers are certified education experts who receive feedback about their work every day. It is clear that teachers should not be required to update their knowledge because they already do so by themselves.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that include supporting details.
- 3 List at least two of the examples the writer used on the lines below.

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**Weak Response**

► Read the response carefully and make note of any errors in grammar and logic.

Today, alot of people worried about the quality of teachers. They think that teachers are not as good as they should. For because of this reason, teachers should update themself every five year.

First, the way of teaching the teacher know become out of date. What I mean is, the teaching knowledge is not sufficient new. So they have to update the knowledge. For example, the teacher graduate college many times ago. So what they know is too old. This teacher should become more updated for the students knowledge. Like my teacher is school. Her teaching way was too boring. So I could not learn so much. Therefore, she must update her knowledge. This is also true for each teachers.

Second, teachers might be too lazy. They think all ready know about teaching, so why so she bother to up grade the knowledge? People have to be tell what to do. And so they have to be made to do it. Like with teaching. If for example the teacher still doesn't computer in the class, it has to be used by the teacher. What I mean is, teacher should know about new teaching technike. The only way this happen if the teacher be forced to update their knowledge every five years.

In conclusion, teaching is too important. So teachers must know how to teach better. For this reasons, teacher should update their knowledge every five years.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Which of the following sentences could be added to strengthen the response?
  - (A) If teachers do not know something, then they are not able to explain it very well.
  - (B) Studies show that teachers do not benefit from forced teacher training.
  - (C) Requiring teachers to update their knowledge will help them become more effective instructors.
- 2 The topic sentence from the first body paragraph is not clear. Rewrite it to make it clearer.
- 3 Think of at least one supporting idea to add to the second body paragraph to make it more interesting.
- 4 Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

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c h a p t e r

# 2

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## **Integrated Writing**

History: The Collapse of Egypt's Old Kingdom

## **Independent Writing**

Sometimes It Is Better Not to Say Anything

# History: The Collapse of Egypt's Old Kingdom

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

- ☐ **suffer** (*v*)  
to experience something painful  
If one of you makes a mistake, you will all have to **suffer**.
- ☐ **unquestioned** (*adj*)  
accepted without question  
Richard's leadership was **unquestioned**.
- ☐ **greedy** (*adj*)  
wanting or taking all that one can get with no thought of what others need  
Stop being so **greedy**. You already have a full plate of food.
- ☐ **ambitious** (*adj*)  
having a strong desire to be successful  
In order to become president, you must be **ambitious**.
- ☐ **challenge** (*v*)  
to question; to face up to  
No one was brave enough to **challenge** the school bully.
- ☐ **destabilize** (*v*)  
to weaken the power of a government  
Fighting throughout the nation has **destabilized** the national government.
- ☐ **demise** (*n*)  
the end of the existence of someone or something; death  
Downloading music over the Internet has led to the **demise** of CDs and cassette tapes.
- ☐ **drought** (*n*)  
a long period of no rain  
During the **drought**, everyone was required to reduce the amount of water they used.
- ☐ **irrigate** (*v*)  
to water crops  
We **irrigate** our crops with water from the stream.
- ☐ **revolt** (*n*)  
to attempt to overthrow the authority of the state; to rebel  
After all their complaints were ignored, the citizens staged a **revolt** against the government.

## Reading

Read the passage carefully. Try to understand what the main argument of the passage is. You have 3 minutes to read.

The Old Kingdom in ancient Egypt was the first of the three kingdom periods. It was a time of great wealth and development, during which the Great Pyramids were constructed. However, after centuries of continuous growth, Egypt suffered a series of terrible events that eventually led to the collapse of the Old Kingdom.

One of the key events that brought down the Old Kingdom was the weakening of the central government. Throughout most of this period, the rule of the pharaohs and the royal families was unquestioned. Over time, however, many new laws were made that lessened their influence throughout the nation. This caused regional governors to become greedy and ambitious. They started to challenge the leadership of the pharaohs. Civil wars began to occur as these governors sought more power. The resulting conflicts further weakened and destabilized the national government.

Another contributing factor to the demise of the Old Kingdom was a major drought that lasted for several decades. According to a historical document, Egypt suffered a severe decrease in rainfall that lasted almost fifty years. This was especially troubling because Egyptian farmers relied on flood waters

NOTE



from the Nile River to irrigate their crops. Naturally, the lack of rainfall prevented this from occurring. The subsequent food shortages led to many deaths and peasant revolts throughout Egypt. Over time, the pharaohs became unable to control their people. It is this that ultimately led to the collapse of the Old Kingdom.



**Paraphrasing** ► The following sentences come from the reading passage. Rewrite each sentence in the spaces provided below.

- 1 Throughout most of this period, the rule of the pharaohs and the royal families was unquestioned.  
→ *The power of the pharaohs and royal families was \_\_\_\_\_ of the Old Kingdom.*
- 2 They started to challenge the leadership of the pharaohs.  
→ *Local governors \_\_\_\_\_ the power of the central government.*
- 3 According to a historical document, Egypt suffered a severe decrease in rainfall that lasted almost fifty years.  
→ *Evidence shows that a drought \_\_\_\_\_ occurred in Egypt at this time.*
- 4 The subsequent food shortages led to many deaths and peasant revolts throughout Egypt.  
→ *A lack of food resulted in \_\_\_\_\_ by citizens around the nation.*

**Summarizing** ► Complete the summary below using the information from the reading passage. Be sure to paraphrase the information.

The reading passage focuses on the events that caused \_\_\_\_\_ of Egypt's Old Kingdom. The passage includes two supporting arguments to explain this. First, the passage states that the central government's \_\_\_\_\_ contributed to the collapse. This is supported by the example of the regional governors who \_\_\_\_\_ of the pharaoh. Second, the passage explains that \_\_\_\_\_ also brought down \_\_\_\_\_. This is illustrated by the fact that many peasant revolts occurred as a result of \_\_\_\_\_ caused by \_\_\_\_\_.

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

- ❑ **widespread** (*adj*)  
spread out over a large area; pervasive  
The damage caused by the flooding has been **widespread**.
- ❑ **influence** (*n*)  
the power to act on or affect persons or things  
Parents and friends have great **influence** on the lives of children.
- ❑ **loyal** (*adj*)  
faithful to one's family, duty, country, or beliefs  
Dogs are popular pets because they are **loyal** to their owners.
- ❑ **command** (*v*)  
to give orders to; to control  
An army general **commands** thousands of troops.
- ❑ **uprising** (*n*)  
a rebellion against a government; a revolt  
The **uprising** against the president grew to include almost every citizen in the nation.
- ❑ **famine** (*n*)  
an extreme shortage of food  
Although **famines** used to be somewhat common, today they are very rare.
- ❑ **tremendous** (*adj*)  
extremely large in amount, extent, or degree; enormous  
Our company has spent a **tremendous** amount of time designing this skyscraper.
- ❑ **adjacent** (*adj*)  
close to; next to  
The bus stop is **adjacent** to the subway station.

## Listening



Now listen to part of a lecture on the topic you just read about.

2-03



**Paraphrasing** ► The following sentences come from the lecture. Rewrite each sentence in the spaces provided below.

- 1 The pharaohs recognized the importance of maintaining connections between regional leaders and the royal family.

→ *The pharaohs understood that it was important to maintain a relationship between*  
\_\_\_\_\_.

- 2 Thus, there were no advantages for governors to stage revolts against the pharaohs.

→ \_\_\_\_\_, *local leaders would not* \_\_\_\_\_ *the*  
*central government.*

- 3 And then there's the common belief that a famine occurred during the final years of the Old Kingdom.

→ *Many people also think that* \_\_\_\_\_ *happened during* \_\_\_\_\_  
\_\_\_\_\_.

- 4 Although this region was adjacent to Egypt, the weather in the two places was completely different.

→ *The climate in this area was* \_\_\_\_\_ *even though the two places were*  
*located* \_\_\_\_\_.

**Summarizing** ► Complete the summary below using the information from the lecture. Be sure to paraphrase the information.

The lecturer calls into question the arguments \_\_\_\_\_. He offers two pieces of evidence to support his viewpoint. First, he explained that regional governors had little reason to \_\_\_\_\_. He believes this because the pharaoh would \_\_\_\_\_ and was in command of \_\_\_\_\_. Second, the instructor stated that there may not have actually been \_\_\_\_\_. He claims that the historical document describing the drought is from another region, which means that it is impossible to conclude that \_\_\_\_\_.

**Tandem Note-Taking** ▶

Refer to the paraphrasing and summarizing exercises to complete the side-by-side notes below. Include only the two points from the reading and listening that clearly contract each other.

**Reading****Main Idea**

*A series of terrible events led to*

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**First Supporting Argument**

*The central government became*

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**Supporting Detail**

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**Second Supporting Argument**

*Egypt suffered*

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**Supporting Detail**

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**Listening****Main Idea**

*The Old Kingdom may not have*

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**First Supporting Argument**

*The central government was*

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**Supporting Detail**

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**Second Supporting Argument**

*There may not have been*

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**Supporting Detail**

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## Writing

Use this page to write your response. You have 20 minutes to complete your essay.

### Writing Guide

Summarize the points made in the lecture, being sure to explain how they challenge specific arguments made in the reading passage.

2-04

#### First Paragraph ▶

State and discuss  
thesis

#### Second Paragraph ▶

First main idea  
from lecture

Contradiction  
from reading

Supporting detail

#### Third Paragraph ▶

Second main idea  
from lecture

Contradiction  
from reading

Supporting detail

#### Fourth Paragraph ▶

Conclusion  
(optional)

### Scaffolding

Here are some useful phrases to help you when you write.

The reading passage and lecture deal with the topic of...

The professor calls into question the arguments...

The first reason the reading passage gives...

The lecturer concludes that...

His arguments rebut the claim made in the reading passage that...

Meanwhile, the professor explains that...

What this means is that there is no evidence to support the claim that...

**Strong Response**

► Read the response carefully to see what makes a response strong.

The reading passage's author is convinced that a series of terrible events resulted in the collapse of Egypt's Old Kingdom, yet the lecturer disagrees that this was the main reason for its downfall.

The first reason that the reading passage gives for the downfall of the Old Kingdom is the weakening of Egypt's central government. The reading mentions that the pharaohs lost power over time and that local governors started civil wars as a result. Meanwhile, the professor explains that the pharaohs were still influential even though they had lost some of their power. He concludes that these leaders would not have gained anything by challenging the rule of the pharaohs.

The reading passage's author also believes that a severe drought contributed to the fall of the Old Kingdom. The reason is that the lack of rainfall led to widespread food shortages and peasant revolts. However, the lecturer explains that the historical document about the drought was not written in Egypt. Instead it was from a region east of Egypt that had completely different weather. This means that there is no evidence to support the claim that the Old Kingdom collapsed because of a severe drought.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 Which word in the response means "**questioning**"? Write the word on the line below.  
\_\_\_\_\_
- 4 What does "**drought**" mean? Find the sentence that explains this and write it on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_
- 5 List at least two of the transitions the writer uses on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_

▶ Read the response carefully and make note of any errors in grammar and logic.

the paragraph and listening talked about old kingdom. but they said very different things to disagree.

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# Sometimes It Is Better Not to Say Anything



Do you agree or disagree with the following statement? If you cannot say anything nice, it is better not to say anything at all. Use specific reasons and examples to support your answer.

## Generating Ideas

The following questions will help you write your response. Answer each with one or two sentences. Plan an answer for both options. Some ideas have been provided to help you.

### Idea Box • Agree

1 Q: How can saying things that are not nice affect other peoples' feelings?

A: *Saying things that are not nice usually makes people angry and upset.*

2 Q: How can it be good for people to think they are fine when they really are not?

A: *When people do not know about their problems, they are*

3 Q: What are some instances when it is not okay to say something critical?

A: *You should never say something critical when*

Reason 1:

Reason 2:

### Idea Box • Disagree

1 Q: How can saying things that are not nice help other people improve themselves?

A: *Saying things that are not nice can make people understand and fix their problems.*

2 Q: How can it be bad for people to think they are fine when they really are not?

A: *If people do not know about their problems, then*

3 Q: What are some instances when it is okay to say something critical?

A: *You should say something critical when*

Reason 1:

Reason 2:

## Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay? Explain why you feel this way.

## Planning



Use the outline to plan your response to the following: Do you agree or disagree with the following statement? If you cannot say anything nice, it is better not to say anything at all. Use specific reasons and examples to support your answer.

### Agree

#### Thesis Statement

*I feel that if you cannot say anything nice, then it is better not to say anything at all.*

#### First Supporting Idea

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#### Supporting Example

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#### Second Supporting Idea

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#### Supporting Example

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#### Conclusion

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### Disagree

#### Thesis Statement

*I believe that saying something that is a bit mean or critical is sometimes beneficial.*

#### First Supporting Idea

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#### Supporting Example

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#### Second Supporting Idea

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#### Supporting Example

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#### Conclusion

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**Writing**

Use this page to write your response. You have 30 minutes to complete your essay.

**Writing Guide**

Do you agree or disagree with the following statement? If you cannot say anything nice, it is better not to say anything at all. Use specific reasons and examples to support your answer.

**First Paragraph ▶**

State and discuss  
thesis

**Second Paragraph ▶**

First main supporting  
idea

Supporting detail  
Example

**Third Paragraph ▶**

Second main  
supporting idea

Supporting detail  
Example

**Fourth Paragraph ▶**

Conclusion

**Scaffolding**

Here are some useful phrases to help you when you write.

Many people today worry about...

As for me, I still believe that it is better to...

To begin with, people often...

To illustrate, I will give a personal...

There are also times when saying something...

For instance, I once told a friend that...

After I said that, my friend...

I believe that it is generally better to... than...

**Strong Response**

► Read the response carefully to see what makes a response strong.

These days, people are quick to express their opinions no matter what they think. They say whatever comes to mind without considering the impact their words will have on others. As for me, I still believe that if you can't say anything nice, it is better not to say anything at all.

To begin with, people often say mean things that are not constructive and only hurt the feelings of others. By saying these things, they only cause problems. To illustrate, I will give a personal example. When I was in high school, I had a friend who was severely overweight. Although her weight problem was obvious, my friend was in denial about it. One day, she asked me if I thought she was getting too heavy. I told her that she was too fat and that she should lose about twenty kilograms. She immediately began crying and ran away from me. After that, she never spoke to me again. In this situation, saying something nice, even if it had been a lie, would have been a much better idea.

There are also times when saying something critical can worsen a situation for everyone involved. Some people, particularly those who are in power, do not want to hear bad news and would rather hear lies. This was the case at one of my part-time summer jobs. The manager at my store had a serious case of bad breath, but nobody was brave enough to tell him. Eventually, one of my co-workers told the manager about his problem. Even though my co-worker was trying to be helpful, the manager became furious. He made everybody do extra work for the rest of the month and was very mean to all of us. If none of us had said anything, this situation would not have happened.

In conclusion, I contend that there are certain situations where it is better to not tell the truth. Saying things that are mean or critical can make people upset with you, and being honest can cause a situation to become worse.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that include supporting details.
- 3 List at least two of the examples the writer uses on the lines below.

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**Weak Response**

▶ Read the response carefully and make note of any errors in grammar and logic.

These days, some people are worrying about saying too mean things. They worry about makeing other's too angry. This is also when they talk to other people. I however, believe that saying something mean is sometimes nessesseary.

The first reason I believe this way is because say something not nice can make others get better. Like for instance, if your friend has a food in their teeth, it should be said about. If you don't saying anything, then that people will not know about the food in the teeth. So they go about with food in their mouths and its too ugly. So other people say about the food in the mouth. Then they say mean things but in secretly. So really you should only tell your friend about the food in their mouth. Its not too nice to say maybe; but it helps them become more better quickly.

The second reading I believe this way is makeing the situations get better. If you don't saying any thing, then no one will be chaning it, too. In this way, it is better to become criticize. Such as if you are working and you see a problem. No one else is seeing it but only you. So you need to speak up, if you do, then the problem gets solution. However, when you are sillent nothing getting improvement. So in this way, you should speak up.

When there are sensitivy situion, you need to say something nice. Other times is better to say something mean. Therfore I disagree with the question given aboue.

**Critical Analysis** ▶ Refer to the sample response to complete the tasks below.

- 1 Where could the following sentence be added to strengthen the response?  
By telling my friend about her rude manners, she was able to become a more polite person.  
☐ (A) Body paragraph 1  
☐ (B) Body paragraph 2  
☐ (C) Final paragraph
- 2 The topic sentence from the second body paragraph is not clear. Rewrite it to make it clearer.
- 3 Think of at least one supporting idea to add to the second body paragraph to make it more interesting.
- 4 Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

c h a p t e r

# 3

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## **Integrated Writing**

Biology: Yawning Lowers Blood Temperature

## **Independent Writing**

Looks Are More Important than Ideas

# Biology: Yawning Lowers Blood Temperature

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

- **theory** (*n*)  
a set of ideas created to explain why something happens  
I'm not sure who stole my candy, but I have a **theory**.
- **propose** (*v*)  
to make a suggestion  
Lawmakers **proposed** lowering the drinking age from 21 to 18.
- **proven** (*adj*)  
known to be true  
When a theory is finally **proven**, it is considered to be a fact.
- **inactivity** (*n*)  
the state of being idle; not doing an activity  
Avoid **inactivity** by keeping busy at all times.
- **dramatically** (*adv*)  
to a great degree or large amount  
It was cold in December, but it got **dramatically** colder in January.
- **focused** (*adj*)  
concentrating on something  
To do well on the exam, you have to remain **focused**.
- **draw in** (*phr v*)  
to breathe in deeply; to take in  
When we got to the top of the mountain, we **drew in** as much of the clean air as we could.
- **regulate** (*v*)  
to control an activity, usually with a set of rules  
Only the government can **regulate** the nation's road systems.
- **generate** (*v*)  
to produce; to make  
One purpose of river dams is to **generate** electricity.
- **efficiently** (*adv*)  
proficiently; effectively  
In order to finish the project by five o'clock, we will need to work **efficiently**.

## Reading

Read the passage carefully. Try to understand what the main argument of the passage is. You have 3 minutes to read.

Throughout the centuries, several theories about the causes of yawning have been proposed, but none of them has ever been proven. This is no longer the case. Thanks to recent discoveries, scientists are starting to understand the reasons why a person yawns.

One reason that a person yawns has to do with oxygen levels in the brain. During periods of inactivity, the amount of oxygen in the brain can drop dramatically. This makes it difficult to concentrate. To remain focused, a person will yawn to draw in oxygen to remove carbon dioxide from the brain. This was proven in one recent study during which scientists compared the test scores of students who yawn before taking tests to those of students who do not. The researchers found that the yawning students had test scores that averaged five percent higher than the non-yawning students. These results suggest that yawning is an important aid for concentration.

Another purpose of yawning is that it helps to regulate the brain's blood temperature. In many ways, a person's brain is much like a personal computer. They both generate a great amount of heat, and they both function more efficiently when they are cooler. This is why a person yawns when he or she is

NOTE

concentrating on something. Yawning brings cooler blood into the brain from other parts of the body. This lowers the temperature of the brain. As a result, an individual is able to concentrate more effectively. Therefore, a person must yawn in order for his or her brain to function properly.



**Paraphrasing** ► The following sentences come from the reading passage. Complete each paraphrase with appropriate words or phrases.

- 1 During periods of inactivity, the amount of oxygen in the brain can drop dramatically.

→ *Our brain's oxygen levels* \_\_\_\_\_ *when we* \_\_\_\_\_.

- 2 To remain focused, a person will yawn to draw in oxygen to remove carbon dioxide from the brain.

→ *By yawning, people are* \_\_\_\_\_ *by bringing in* \_\_\_\_\_  
*and getting rid of* \_\_\_\_\_ *in the brain.*

- 3 The researchers found that the yawning students had test scores that averaged five percent higher than the non-yawning students.

→ *According to the study, test scores of* \_\_\_\_\_ *were* \_\_\_\_\_  
*than those who did not yawn.*

- 4 Yawning brings cooler blood into the brain from other parts of the body.

→ *When people yawn, they move* \_\_\_\_\_ *from other parts of their*  
*bodies to* \_\_\_\_\_.

**Summarizing** ► Complete the summary below using the information from the reading passage. Be sure to paraphrase the information.

The main topic of the reading passage is \_\_\_\_\_. The author presents two supporting theories. The first is that yawning helps \_\_\_\_\_. According to the example, yawning helps students perform better on tests. The next argument is that yawning \_\_\_\_\_. The passage states that people bring \_\_\_\_\_ when they yawn. In turn, this helps them concentrate more easily.

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

- **mystery** (*n*)  
something that is not known or explained or that is kept secret  
Even many years after the murder happened, the identity of the killer remained a **mystery**.
- **convincing** (*adj*)  
causing one to believe that something is true; persuasive  
I will not believe your story unless you give me some **convincing** facts to support it.
- **determine** (*v*)  
to decide something  
Doctors were unable to **determine** what had caused his illness.
- **conduct** (*v*)  
to organize and do a task  
The police **conducted** a search for the missing children.
- **increase** (*v*)  
to become larger in size, number, or amount  
The number of people living in the world **increases** each year.
- **decrease** (*v*)  
to become smaller in size, number, or amount  
In order to lose weight, you must **decrease** the amount of food you eat.
- **frequency** (*n*)  
the number of times something happens in a specific amount of time  
Car accidents increase in **frequency** during the winter.
- **result** (*n*)  
something that comes about as an effect or end  
How you conduct an experiment is important, but it is the **result** that matters the most.

## Listening



Now listen to part of a lecture on the topic you just read about.

© 2-05



**Paraphrasing** ► The following sentences come from the lecture. Complete each paraphrase with appropriate words or phrases.

- 1 Scientists have conducted experiments to determine whether changes in oxygen levels cause people to yawn.  
→ *Researchers have performed studies \_\_\_\_\_ is caused by differences in \_\_\_\_\_.*
- 2 What they found was that the frequency of yawning by the participants did not change at all.  
→ *They discovered that \_\_\_\_\_ participants yawned \_\_\_\_\_.*
- 3 They first determined the number of times most people yawn on average.  
→ *The scientists began by calculating \_\_\_\_\_ yawn.*
- 4 From these results, we can conclude that yawning does little to regulate the brain's temperature.  
→ *Based on these findings, it is safe to say that \_\_\_\_\_ is not affected by yawning.*

**Summarizing** ► Complete the summary below using the information from the lecture. Be sure to paraphrase the information.

In the lecture, the professor argues that the \_\_\_\_\_ is still not understood. To explain this, she gives two reasons. The instructor first mentions that yawning does not seem to affect \_\_\_\_\_. Scientists found that \_\_\_\_\_ levels did not cause people to yawn more or less often. The lecturer moves on to discuss how yawning can \_\_\_\_\_. According to a study, people do not \_\_\_\_\_ on hot days. This suggests that the brain's temperature is not affected by yawning.

**Tandem Note-Taking** ▶

Refer to the paraphrasing and summarizing exercises to complete the side-by-side notes below. Include only the two points from the reading and listening that clearly contract each other.

**Reading****Main Idea**

*Thanks to recent discoveries, scientists*

\_\_\_\_\_

\_\_\_\_\_

**First Supporting Argument**

*One cause for a person to yawn deals with*

\_\_\_\_\_

\_\_\_\_\_

**Supporting Detail**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Second Supporting Argument**

*Another purpose of yawning is that it helps*

\_\_\_\_\_

\_\_\_\_\_

**Supporting Detail**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Listening****Main Idea**

*None of the claims about the causes of*

*yawning*

\_\_\_\_\_

**First Supporting Argument**

*According to recent studies,*

\_\_\_\_\_

\_\_\_\_\_

**Supporting Detail**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Second Supporting Argument**

*Furthermore, yawning may not*

\_\_\_\_\_

\_\_\_\_\_

**Supporting Detail**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Writing

Use this page to write your response. You have 20 minutes to complete your essay.

### Writing Guide

Summarize the points made in the lecture, being sure to explain how they challenge specific claims made in the reading passage.

2-06

#### First Paragraph ►

State and discuss  
thesis

#### Second Paragraph ►

First main idea  
from lecture

Supporting detail

Contradiction  
from reading

#### Third Paragraph ►

Second main idea  
from lecture

Supporting detail

Contradiction  
from reading

#### Fourth Paragraph ►

Conclusion  
(optional)

### Scaffolding

Here are some useful phrases to help you when you write.

The topic of the reading passage and lecture is...

The reading passage argues that... but the  
arguments presented by the lecturer...

First, the professor states that...

She mentions an experiment where...

These findings go against the argument made in  
the reading passage that...

The instructor then goes on to argue that...

This contradicts the idea that... which was the  
argument made in the reading passage.

**Strong Response**

► Read the response carefully to see what makes a response strong.

The topic of the reading passage and lecture is yawning. The reading passage argues that yawning controls brain activity, but the arguments presented by the lecturer call these findings into question.

First, the professor states that yawning does not affect the brain's oxygen levels. She mentions an experiment during which scientists placed subjects in a room and changed the levels of oxygen and carbon dioxide. The researchers discovered that the number of times the subjects yawned did not change. This implied that low oxygen levels do not cause yawning. These findings go against the argument made in the reading passage that people yawn in order to increase oxygen levels in their brains.

The instructor then goes on to argue that yawning does not affect the brain's temperature. She talks about an experiment that measured the number of times people yawn on normal days and on hot days. The scientists found that people do not yawn more often when the weather is warmer. This suggests that temperature changes do not cause people to yawn. This contradicts the idea that yawning helps cool the brain, which was the argument presented in the reading passage.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 Which word in the response means “**go up in number**”? Write the word on the line below.  
\_\_\_\_\_
- 4 What does “**contradict**” mean? Find the sentence that explains this and write it on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_
- 5 List at least two of the transitions the writer uses on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_

► Read the response carefully and make note of any errors in grammar and logic.

In conclusion, yawn might be good for body it might not be good. It depends.

1 In which of the following ways should the highlighted sentences be combined?

- 2 Where should the following sentence be added to improve the response?

(A) 1 (B) 2 (C) 3

-

# Looks Are More Important than Ideas



Do you agree or disagree with the following statement? How people look or dress is more important for success than having good ideas. Use specific reasons and examples to support your answer.

## Generating Ideas

The following questions will help you write your response. Answer each with one or two sentences. Plan an answer for both options. Some ideas have been provided to help you.

### Idea Box • Agree

1 Q: What judgments do people make about other people based on their appearance?

A: *People may think an attractive person is smarter than a person who is less attractive.*

2 Q: Do you think people who are more attractive get treated differently? Explain.

A: *Those who are more attractive are*

3 Q: What are some jobs where looking good is important?

A: *Some of those jobs include*

Reason 1:

Reason 2:

### Idea Box • Disagree

1 Q: If somebody is too attractive, how might other people feel?

A: *When somebody is too attractive, other people may feel jealous and angry.*

2 Q: What are some jobs where good ideas are more important than good looks?

A: *Jobs where good ideas are more important are*

3 Q: Who are some of the most successful people in the world? How do these people look?

A: *Some very successful people are*

Reason 1:

Reason 2:

## Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay? Explain why you feel this way.

## Planning



Use the outline to plan your response to the following: Do you agree or disagree with the following statement? How people look or dress is more important for success than having good ideas. Use specific reasons and examples to support your answer.

### Agree

#### Thesis Statement

*I agree that good looks are more important than good ideas.*

#### First Supporting Idea

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#### Supporting Example

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#### Second Supporting Idea

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#### Supporting Example

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#### Conclusion

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### Disagree

#### Thesis Statement

*Although looking good is important, I feel that having good ideas is more important.*

#### First Supporting Idea

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#### Supporting Example

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#### Second Supporting Idea

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#### Supporting Example

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#### Conclusion

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**Writing**

Use this page to write your response. You have 30 minutes to complete your essay.

**Writing Guide**

Do you agree or disagree with the following statement? How people look or dress is more important for success than having good ideas. Use specific reasons and examples to support your answer.

**First Paragraph ▶**

State and discuss  
thesis

**Second Paragraph ▶**

First main supporting  
idea

Supporting detail

Example

**Third Paragraph ▶**

Second main  
supporting idea

Supporting detail

Example

**Fourth Paragraph ▶**

Conclusion

**Scaffolding**

Here are some useful phrases to help you when you write.

It is said that first impressions are...

Taking this into consideration, it becomes evident that...

One reason that looking good is important is...

According to research, people...

In order to be successful in the business world...

On top of this, good looks...

Consider the case of...

Conversely, people who do not look good...

For this reason, it is clear that...

**Strong Response**

► Read the response carefully to see what makes a response strong.

It is said that first impressions are the most important. Whenever we first meet people, we make many assumptions about them based on their appearance. Oftentimes, these assumptions stay with us long afterward even if they are not true. Taking this into consideration, it becomes evident that looking good is more important for success than having good ideas.

One reason that looking good is so critical for success is that our society values attractiveness so much. In magazines and on television, you see only the most attractive people and the good things they do. At the same time, you see advertisements for fashion, weight loss programs, and plastic surgery. These services exist because people want to look their best. They feel this way for good reason. According to research, people formulate opinions of others based solely on their looks. We make inferences about people's intelligence, educational attainment, and personality based on their appearance. In order to be taken seriously in the business world, looking good is essential.

Even after we have made our first impression, being attractive remains important. The reason is that people are more willing to listen to and help people who are more attractive. This is also why the most successful people are often attractive. To give an example, recent surveys have found that people who are tall, thin, and attractive earn nearly ten percent more than those who are average looking. In fields where looks are important, the income gap is even greater. On top of this, the study also found that people who look below average earn fifteen percent less money than people of average attractiveness. Considering this, it becomes evident that people who are more attractive are more successful.

In summary, it is clear that being successful requires good looks. People who are more attractive are more respected and earn more money. For this reason, one cannot be successful without putting some emphasis on appearance.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that include supporting details.
- 3 List at least two of the examples the writer uses on the lines below.

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**Weak Response**

► Read the response carefully and make note of any errors in grammar and logic.

The question above says that how people look or dress is more important for success than having good ideas. Although some people may agree with this, I don't agree that looks are more important, than good ideas.

One reason I feel this way, is many jobs require good ideas. Think about inventer, doctor, scientist, etc. These jobs, don't need good looking employee. They just have to have good ideals. For instance, the scientist how dress nice, if he has no good idea, then his working becomes the problem. Some jobs, Its' just not a good idea.

Second reason I feel this way, become sometimes looking good makes people jealisly. They can't look as good, so they feel angry. Think about when you have a good looks co worker. You can't think about you as well, so you become jealisly. Sometimes, having the good looks co worker is not always good.

The final reason is that not handsome people have successful. Most of people who are rich are not looking well. They make fortune, from big ideas not form looks. Consider the Bill Gates, Werren Buffit, etc. Those guys have been success without being attractive.

Sometimes, looking good is too important. Otherwise it does not mater. If you have the good ideas then the success come naturally .

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Which of the following sentences could be added to strengthen the response?
  - (A) Some jobs put greater importance on good ideas while others stress good looks.
  - (B) The people who dress the best are usually the most successful.
  - (C) The wealthiest people in the world became successful because of their ideas.
- 2 The topic sentence from the third body paragraph is not clear. Rewrite it to make it clearer.
- 3 Think of at least one supporting idea to add to the second body paragraph to make it more interesting.
- 4 Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

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c h a p t e r

# 4

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## **Integrated Writing**

Education: College Education Should Be Free

## **Independent Writing**

Keeping Old Customs or Adopting New Ones

# Education: Higher Education Should Be Free

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

- **skyrocket** (*v*)  
suddenly to increase by a very large amount  
Sales of those sneakers **skyrocketed** after LeBron James started wearing them.
- **insist** (*v*)  
to demand or say in a strong, firm manner  
If you are going to stay in my house, I **insist** that you come home by midnight every night.
- **tuition** (*n*)  
money paid for education, especially at a college or university  
The **tuition** at my university has nearly doubled over the past few years.
- **follow suit** (*phr v*)  
to do as someone else has done; to imitate  
After our city made spitting illegal, other cities around the nation **followed suit**.
- **developed nation** (*n*)  
a nation with a high level of economic development  
The United States, Canada, Japan, Korea, and most countries in Europe are **developed nations**.
- **run into** (*phr v*)  
to cost a lot of money  
My mother's hospital bills **ran into** the tens of thousands of dollars following her accident.
- **unattainable** (*adj*)  
not able to be reached; not available  
Your goals will remain **unattainable** if you do not work to reach them.
- **deserve** (*v*)  
to be worthy of; to earn  
You **deserve** a vacation for all the hard work you have done for our company.
- **indirect** (*adj*)  
not straight; by a longer way  
The government's new plan has both direct and **indirect** benefits.
- **contribute** (*v*)  
to work together with others to achieve a common goal  
If our school needs money, then I will be glad to **contribute**.

## Reading

Read the passage carefully. Try to understand what the main argument of the passage is. You have 3 minutes to read.

With college tuition fees skyrocketing, students and parents across the nation are insisting that higher education become more affordable. Many nations throughout Europe offer free tuition at their universities. It is time for American schools to follow suit.

In today's competitive society, developed nations have a responsibility to educate their citizens. A nation's ability to compete depends largely on the number of college graduates it has. It is for this reason that several European nations provide all qualified students with a free university education. This is certainly not the case in the United States. In the U.S., tuition for just one semester can cost tens of thousands of dollars. This makes higher education unattainable for many qualified students. In order to make sure that all students get the education they deserve, universities must become tuition free.

Another advantage of no-cost higher education is the indirect benefits it brings. By making college education free, a greater number of people can become more educated. This, in turn, can benefit the overall community. Studies

NOTE

have shown that college graduates are more likely to contribute to their communities by donating money or doing volunteer work. They are much more likely to participate in cultural events as well. Furthermore, cities with more college-educated people have lower crime rates. Thus, it is clear that in order to improve the quality of life for all citizens, higher education needs to be available at no cost.



**Paraphrasing** ► The following sentences come from the reading passage. Complete each paraphrase with appropriate words or phrases.

1 In today's competitive society, developed nations have a responsibility to educate their citizens.

→ \_\_\_\_\_ *today must provide their people* \_\_\_\_\_.

2 This makes higher education unattainable for many qualified students.

→ *As a result, a lot of* \_\_\_\_\_ *cannot afford* \_\_\_\_\_.

3 Studies have shown that college graduates are more likely to contribute to their communities by donating money or doing volunteer work.

→ *Research shows that educated people more often donate* \_\_\_\_\_ *to their communities.*

4 Thus, it is clear that in order to improve the quality of life for all citizens, higher education needs to be available at no cost.

→ *Higher education must be* \_\_\_\_\_ *in order to* \_\_\_\_\_ *for everybody.*

**Summarizing** ► Complete the summary below using the information from the reading passage. Be sure to paraphrase the information.

The topic of the reading passage is \_\_\_\_\_. The first reason the author gives is that wealthy nations must educate their citizens \_\_\_\_\_. This is illustrated by the fact that most European nations already offer \_\_\_\_\_ to their citizens. Next, the reading passage states that providing free higher education brings \_\_\_\_\_. These include greater participation in volunteer events and lower crime rates.

**V o c a b u l a r y**

Take a few moments to review the vocabulary items that will appear in this task.

- **unintended** (*adj*)  
not meant to be done; unplanned  
The building fire caused by the fireworks display was completely **unintended**.
- **consequence** (*n*)  
something that happens as a result of an event  
Every action has some sort of **consequence**.
- **funding** (*n*)  
money given to pay for something specific  
Since the state has reduced our **funding**, we are going to have to raise tuition.
- **estimate** (*v*)  
to make a general but careful guess about the size, value, or cost of something  
I do not know for sure how tall he is, but I **estimate** that he is about 190 centimeters tall.
- **topnotch** (*adj*)  
of the highest quality; excellent  
You can be sure that when you buy from us, you are getting only **topnotch** products.
- **suitably** (*adj*)  
appropriately; correctly  
The car was **suitably** luxurious as it cost several hundred thousand dollars.
- **elsewhere** (*adv*)  
in other places; in another place  
The servers at the restaurant were so rude. I think we should just start eating **elsewhere**.

**Listening**

Now listen to part of a lecture on the topic you just read about.

2-07



**Paraphrasing** ▶ The following sentences come from the lecture. Complete each paraphrase with appropriate words or phrases.

- 1 In fact, one recent study estimated that in order to provide all students with free higher education, the government would have to raise taxes by more than fifteen percent.

→ *Research shows that taxes would need to be increased by \_\_\_\_\_  
to pay for free higher education.*

- 2 Because of this, we can safely say that the public will not be willing to provide others with a free college education.

→ *Therefore, we can conclude that people will not pay for \_\_\_\_\_.*

- 3 Another less obvious consequence of providing free college educations would be a decrease in the quality of the instruction.

→ *A second drawback to \_\_\_\_\_ would be a reduction in \_\_\_\_\_.*

- 4 If education were made free, then schools could no longer pay these talented instructors enough money.

→ *By making higher education no cost, universities could not afford to pay \_\_\_\_\_  
\_\_\_\_\_ high enough salaries.*

**Summarizing** ▶ Complete the summary below using the information from the lecture. Be sure to paraphrase the information.

In the lecture, the professor talks about \_\_\_\_\_ of free higher education. One of these drawbacks is \_\_\_\_\_. He explains that taxes would have to be raised by more than fifteen percent. The instructor also says that most Americans would not be willing to pay for something that does not \_\_\_\_\_. Another drawback the lecturer talks about is the \_\_\_\_\_ of education. He explains that schools would not be able to \_\_\_\_\_ of their best instructors without charging tuition.

**Tandem Note-Taking** ▶

Refer to the paraphrasing and summarizing exercises to complete the side-by-side notes below. Include only the two points from the reading and listening that clearly contract each other.

Reading

**Main Idea**

*To provide all qualified students with a higher education, American schools*

**First Supporting Argument**

*Developed nations have a responsibility to*

**Supporting Detail**

**Second Supporting Argument**

*Offering no-cost higher education also*

**Supporting Detail**

Listening

**Main Idea**

*Although higher free higher education sounds like a great idea, it has*

**First Supporting Argument**

*Funding for tuition-free higher education must come from*

**Supporting Detail**

**Second Supporting Argument**

*Free higher education would decrease*

**Supporting Detail**

## Writing

Use this page to write your response. You have 20 minutes to complete your essay.

### Writing Guide

Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.

2-08

#### First Paragraph ►

State and discuss  
thesis

#### Second Paragraph ►

First main idea  
from lecture

Contradiction  
from reading

Supporting detail

#### Third Paragraph ►

Second main idea  
from lecture

Contradiction  
from reading

Supporting detail

#### Fourth Paragraph ►

Conclusion  
(optional)

### Scaffolding

Here are some useful phrases to help you when you write.

The reading passage makes the argument that...

To begin with, the reading passage states that...

In this way, the instructor challenges the reading's argument that...

However, the lecturer contends that...

He illustrates this by mentioning...

Next, to rebut the reading passage's claim that... the professor explains...

His argument challenges the claim made in the reading passage that...

**Strong Response**

► Read the response carefully to see what makes a response strong.

The reading passage makes the argument that American universities must provide free education to all students. The professor, however, believes that such a plan would have unintended consequences.

To begin with, the reading passage states that developed nations such as the United States have a responsibility to provide their citizens with a free university education. However, the lecturer contends that the government would have to raise taxes by more than fifteen percent to pay for free colleges. He then says that most American people do not want to cover the costs of a service they are not using themselves.

Next, to rebut the reading passage's argument that free higher education would provide benefits for everyone, the instructor explains how the quality of instruction would be affected. He says that good colleges charge high tuition in order to pay the salaries of professors. If universities cannot charge tuition, then they cannot pay their best professors enough money to stay. This would decrease the overall quality of a college education.

So, while the reading passage author wants higher education to become free, the professor argues against doing this.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 Which word in the response means "**unplanned**"? Write the word on the line below.  
\_\_\_\_\_
- 4 What does "**cover the cost**" mean? Find the sentence that explains this and write it on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_
- 5 List at least two of the transitions the writer uses on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_

**Weak Response**

▶ Read the response carefully and make note of any errors in grammar and logic.

The reading and the professor both talk about college. The reading argued that college should be free. The lecture argued that free college is not possibility.

❶ His first reason is that free college increses the taxes. ❷ He says that pay for the college has to come from somewhere. ❸ However, the Americans don't want to pay for something that they don't do, so it might not be able to do. The reading it was argued that free college has to be made, because other nations in Europe all ready have free college.

His next reason is that college should not be free because of the drop in education quality. The best colleges are the most expensive. They have to pay there professors a huge salaries. When college becomes free, they can't afford that. So the quality will become worse. This unlike the reading because there it said free colleges benefits the community. For example, free college makes the crime rates lower.

**Critical Analysis** ▶ Refer to the sample response to complete the tasks below.

- 1 In which of the following ways should the highlighted sentences be rewritten?
  - (A) The author of the reading is in favor of free higher education while the lecturer is against it.
  - (B) The reading passage challenges the professor's argument that college should be made free.
  - (C) In the lecture, the professor presents reasons against those given in the reading passage.
- 2 Where should the following sentence be added to improve the response?  
He explains that taxes would have to be raised by more than fifteen percent to pay for free education.
  - (A) ❶
  - (B) ❷
  - (C) ❸
- 3 Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

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# Keeping Old Customs or Adopting New Ones



When people move to another country, some of them decide to follow the customs of the new country. Others prefer to keep their own customs. Compare these two choices. Which one do you prefer? Use specific reasons and examples to support your choice.

## Generating Ideas



The following questions will help you write your response. Answer each with one or two sentences. Plan an answer for both options. Some ideas have been provided to help you.

### Idea Box • Follow New Customs

- 1 Q: How can following the customs of the new country make it easier to integrate into society?

A: *It allows a person to understand the culture better, which makes it easier to make friends.*

- 2 Q: How does following new customs make a person's life more comfortable?

A: *A person can*

- 3 Q: What are some things a person can learn by adopting the customs of another country?

A: *Adopting new customs allows a person to*

Reason 1:

Reason 2:

### Idea Box • Keep Old Customs

- 1 Q: How can keeping old customs make a person's life in a new country less stressful?

A: *By following the customs from home, a person can live life in the way he or she is used to.*

- 2 Q: In what situations would a person not want to adopt the customs of a new country?

A: *A person may not adopt new customs when*

- 3 Q: What are some factors that make it difficult for someone to adopt new customs quickly?

A: *Some of these include*

Reason 1:

Reason 2:

## Developing Ideas



Having examined the two options, which do you feel more comfortable developing into an essay? Explain why you feel this way.

## Planning



Use the outline to plan your response to the following: When people move to another country, some of them decide to follow the customs of the new country. Others prefer to keep their own customs. Compare these two choices. Which one do you prefer? Use specific reasons and examples to support your choice.

### Follow New Customs

#### Thesis Statement

*When you move to a new country, I feel it is better to adopt the customs of that nation.*

#### First Supporting Idea

#### Supporting Example

#### Second Supporting Idea

#### Supporting Example

#### Conclusion

### Keep Old Customs

#### Thesis Statement

*I believe it is better for people to keep their own customs than to adopt ones of another country.*

#### First Supporting Idea

#### Supporting Example

#### Second Supporting Idea

#### Supporting Example

#### Conclusion

**Writing**

Use this page to write your response. You have 30 minutes to complete your essay.

**Writing Guide**

When people move to another country, some of them decide to follow the customs of the new country. Others prefer to keep their own customs. Compare these two choices. Which one do you prefer? Use specific reasons and examples to support your choice.

**First Paragraph ▶**

State and discuss  
thesis

**Second Paragraph ▶**

First main supporting  
idea

Supporting detail

Example

**Third Paragraph ▶**

Second main  
supporting idea

Supporting detail

Example

**Fourth Paragraph ▶**

Conclusion

**Scaffolding**

Here are some useful phrases to help you when you write.

Some people prefer to hold on to the customs of their...

However, I feel their actions are...

One reason to adopt the customs of a new country/keep old customs is...

Let me give you a personal example to...

Oftentimes, it is easier for people to...

People who follow the local customs...

For instance, when my family moved to...

Although some people may prefer to cling to their old ways/adopt new customs, I think it is much better to...

**Strong Response**

► Read the response carefully to see what makes a response strong.

Some people who move to another country prefer to hold on to the customs of their native lands. However, I feel that their actions are improper. When living in a new country, I believe it is essential to adopt the customs of the new country.

One reason to adopt the customs of a new country is that they allow you to live your life differently. For me, learning about and embracing different ways of living is enlightening. Let me give you a personal example. When I was growing up, my family and I lived in China for a couple years. Many aspects of the culture, such as eating, were very different from those in my home country. Unlike in my home country, people in China are encouraged to share food. So, while we were in China, we adopted their eating practices and shared our food with one another. It was foreign to us, but we decided to follow their customs so long as we were living there.

Another reason to adopt new customs is that doing so allows you to fit more easily into the local community. People who refuse to adopt their new nation's customs are never able to integrate into the larger society. However, by following local customs, you are able to make more friends with the local people and become a part of their group. When my wife and I moved to Germany, we were eager to take part in some German festivals. One of these was Oktoberfest. We went with our neighbors to the city market for the celebration. We ate great food, played games, and had a lot of fun. More importantly, though, we made great friends. This made us feel like welcomed members of the community.

Moving to a new country is an opportunity to live an entirely different life. Although some people may prefer to cling to their old ways, for the reasons given above, I think it is much better to adopt local customs.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that include supporting details.
- 3 List at least two of the examples the writer uses on the lines below.

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**Weak Response**

► Read the response carefully and make note of any errors in grammar and logic.

Moving to a new country is exciting. But it can also be stress full. Some people miss the things from their home country. And for good reasons. Therefore, I think it is better to follow the customs from the old country instead of adopt the new country customs.

First of all, keeping the old customs makes like easy in the new country. You have to know about your way of live, so keeping the old customs can make this more comfortable. Like when you have to eat. Do you want to eat the new food from the country? Maybe some times it is ok to try. But most of time, people would perfer the food from old country. Like my friend Muhammad. His family comes from Iran. They only cook food from Iran in their house. This is because they eated it for, such a long time. It is what they used to. In this way, keeping old customs is better for most people.

Next, people can not simple giving up their old customs. They have to keep with their ways for some time. I mean, think about it. If you are always living at a certian way, how can you just stop living in that way? The answer is, you can't. For instance, if you moving to a different country, the language, culture, way of life is all different. You can't just stop living your old way and become integrated into the new place right away. It take some time. Maybe, after some time, it is possible to join the new community. But for a while, you have to keep your old customs.

Moving to a new country is exciting. However, it also has its problem. When you move to a new country, it is more easy to keep your old customs. at least for a while.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- Where could the following sentence be added to strengthen the response?  
For example, his family does not eat pork products because it goes against their religion.  
 (A) Body paragraph 1  
 (B) Body paragraph 2  
 (C) Final paragraph
- The topic sentence from the second body paragraph is not clear. Rewrite it to make it clearer.
- Think of at least one supporting idea to add to the second body paragraph to make it more interesting.
- Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

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c h a p t e r

# 5

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## **Integrated Writing**

Anthropology: The Purpose of Ancient Roads

## **Independent Writing**

Parents Should Limit TV Watching for Children

# Anthropology: The Purpose of Ancient Roads

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

- **fascinating** (*adj*)  
pleasing to the eye or mind  
I love listening to my grandfather's stories. They are so **fascinating**.
- **ancient** (*adj*)  
very old; lasting a long time  
When we went to the desert, we found some **ancient** dinosaur bones.
- **archaeologist** (*n*)  
a scientist who studies past cultures and people  
My mother is an **archaeologist**, so she gets to work in many faraway places.
- **transportation** (*n*)  
the act of moving people or things around  
Most large cities have a **transportation** system that includes buses, subways, and taxis.
- **stretch** (*v*)  
to reach; to extend  
If you **stretch** your arm, you should just be able to reach the top shelf.
- **accommodate** (*v*)  
to hold comfortably without crowding  
Our hotel can **accommodate** 400 guests.
- **significance** (*n*)  
having importance or a special meaning  
Although it may look like an ordinary watch, it actually holds great **significance** for me.
- **honor** (*v*)  
to show respect toward  
I am so **honored** to win this award.
- **mound** (*n*)  
a pile of earth, gravel, sand, or rocks  
In old times, the Chinese people would bury their dead under large dirt **mounds**.
- **constellation** (*n*)  
a group of stars that appears to form an image in the sky  
There are 88 **constellations** that can be seen from Earth. The most famous one is the Big Dipper.

## Reading

Read the passage carefully. Try to understand what the main argument of the passage is. You have 3 minutes to read.

The Native Americans of North America left many fascinating artifacts from their early history. Among the most mysterious are the enormous ancient roads they constructed. The exact purpose of these roads remains unknown, but several compelling theories have been put forth to explain their existence.

The most commonly argued theory is that the roads were used for transportation. Many of these ancient roads stretch for several miles across different regions. These roads were built using the most advanced technology of their time and were very wide and straight. Therefore, they could have easily accommodated a large number of travelers going between different towns. There is also evidence to suggest that these roads were used to transport crops from fields to nearby villages.

Another popular theory is that the roads were constructed for religious purposes. Archaeologists believe that the shapes and locations of these roads were of great religious significance. They contend that many roads were built to honor a god or to celebrate a religious figure. For example, the Great Hopewell Road in central Ohio runs alongside a river for more than fifty miles. At the

NOTE

beginning and end of the road are two large circular mounds. Together, the road and the mounds form a shape similar to that of a constellation that was important to the Native American tribe that made the road. Based on these findings, it is safe to conclude that these ancient roads held tremendous religious importance.



**Paraphrasing** ► The following sentences come from the reading passage. Complete each paraphrase with appropriate words or phrases.

- 1 The exact purpose of these roads remains unknown, but several compelling theories have been put forth to explain their existence.

→ *Although archaeologists do not know exactly what the roads \_\_\_\_\_, they have several ideas.*

- 2 Therefore, they could have easily accommodated a large number of travelers going between different towns.

→ *Thus, it is possible that these roads allowed \_\_\_\_\_ to \_\_\_\_\_.*

- 3 Archaeologists believe that the shapes and locations of these roads were of great religious significance.

→ *Researchers contend that these roads are of religious significance based on \_\_\_\_\_.*

- 4 Based on these findings, it is safe to conclude that these ancient roads held tremendous religious importance.

→ *From this research, we can deduce the \_\_\_\_\_ of these \_\_\_\_\_.*

**Summarizing** ► Complete the summary below using the information from the reading passage. Be sure to paraphrase the information.

In the reading passage, the purpose of \_\_\_\_\_ is discussed. There are two supporting arguments. The first is that roads were used \_\_\_\_\_. This is based on the fact that the roads were \_\_\_\_\_, meaning that they could have accommodated a large number of people. The second issue discussed is \_\_\_\_\_ of the roads. According to the passage, \_\_\_\_\_ of the roads was of great religious significance.

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

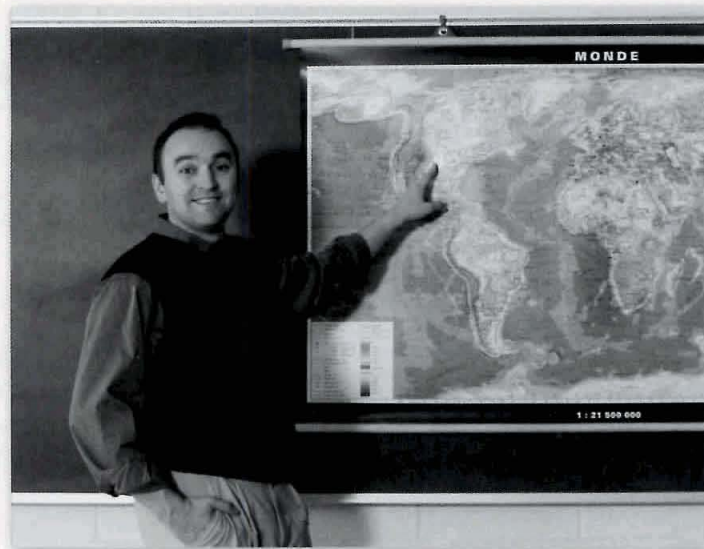
- **put forth** (*phr v*)  
to suggest something  
At the meeting, she **put forth** the idea that employees should get longer lunch breaks.
- **solely** (*adv*)  
only; entirely  
It is **solely** up to you to complete the job.
- **unnecessarily** (*adv*)  
possible to do without; not needed  
Please do not speak out **unnecessarily** while the teacher is talking.
- **vehicle** (*n*)  
a machine on wheels that is used for transportation  
Cars, trucks, and buses are **vehicles**, but trains and planes are not.
- **means** (*n*)  
how a result is obtained or an end is achieved  
You must use any **means** necessary to get the money.
- **seldom** (*adv*)  
not often; infrequently; rarely  
I used to go to the park every day, but now I **seldom** go there.
- **highway** (*n*)  
a main road that usually connects different cities  
**Highway** 66 runs from Chicago to Los Angeles.
- **artifact** (*n*)  
an object made by human beings, especially a tool or weapon of archaeological interest  
The people from this area left many **artifacts**, including tools, bowls, and weapons.

## Listening



Now listen to part of a lecture on the topic you just read about.

2:09



**Paraphrasing** ► The following sentences come from the lecture. Complete each paraphrase with appropriate words or phrases.

- 1 Well, the fact is that these roads were simply too large to have been used just to move people and things.

→ *The roads could not have been used \_\_\_\_\_ because they were \_\_\_\_\_.*

- 2 People rarely traveled more than a few miles from their homes during their lifetimes.

→ *Most people did not \_\_\_\_\_ over the course \_\_\_\_\_.*

- 3 The majority of these ancient roads have been completely destroyed by centuries of farming and development, so it is impossible to determine the exact layout of these roads.

→ *It is not possible to know \_\_\_\_\_ due to all \_\_\_\_\_ that has occurred over the years.*

- 4 Many artifacts from these cultures have been lost, so we don't know what religion these people had or even if they were religious at all.

→ *Because few \_\_\_\_\_ still exist, it is not possible to determine whether these people \_\_\_\_\_.*

**Summarizing** ► Complete the summary below using the information from the lecture. Be sure to paraphrase the information.

In the lecture, the professor explains that the purpose of the Native American roads remains unknown. His first argument is that the roads \_\_\_\_\_ to be used only for transportation. He adds that most people at that time \_\_\_\_\_ and rarely went far from their homes. His next point relates to \_\_\_\_\_ of the roads. The instructor states that most of the roads have been destroyed over the years, so it is impossible to know \_\_\_\_\_. Furthermore, he contends that there are not enough \_\_\_\_\_ to know if they even had religion.

**Tandem Note-Taking** ▶

Refer to the paraphrasing and summarizing exercises to complete the side-by-side notes below. Include only the two points from the reading and listening that clearly contradict each other.

**Reading**

**Main Idea**

*Many compelling ideas have been put forth to*

**First Supporting Argument**

*One theory is that these roads were used for*

**Supporting Detail**

**Second Supporting Argument**

*The roads were of great*

**Supporting Detail**

**Listening**

**Main Idea**

*There is not enough evidence to determine*

**First Supporting Argument**

*The roads were too large to be used only for*

**Supporting Detail**

**Second Supporting Argument**

*There is no evidence to suggest that*

**Supporting Detail**

## Writing

Use this page to write your response. You have 20 minutes to complete your essay.

### Writing Guide

Summarize the points made in the lecture, being sure to explain how they challenge specific claims made in the reading passage.

2-10

#### First Paragraph ▶

State and discuss  
thesis

#### Second Paragraph ▶

First main idea  
from lecture

Contradiction  
from reading

Supporting detail

#### Third Paragraph ▶

Second main idea  
from lecture

Contradiction  
from reading

Supporting detail

#### Fourth Paragraph ▶

Conclusion  
(optional)

### Scaffolding

Here are some useful phrases to help you when you write.

In the reading passage, it is argued that...

In the lecture, however, the professor contradicts...

To begin with, the instructor doubts that...

On top of this, the roads were...

His arguments refute the reading passage's  
assertion that...

The lecturer's second point deals with...

In this way, the instructor rebuts the reading  
passage's claim that...

**Strong Response**

► Read the response carefully to see what makes a response strong.

In the reading passage, it is argued that the ancient Native Americans built large roads for transportation and religious purposes. In the lecture, however, the professor contradicts these assumptions.

The instructor starts his lecture by expressing his doubts that the roads were used for transportation. He explains that because the roads were so wide, they could not have been used only for this purpose. The professor adds that there were no vehicles at the time, so people were not able to travel very far anyway. His arguments refute the reading passage's assertion that these ancient roads were built to accommodate a large number of people traveling between villages.

The lecturer goes on to question the theory that the roads were built for religious purposes. He explains that there is no evidence to support this idea because the roads have been destroyed by many years of development. He further states that few artifacts from these ancient cultures still exist, so archaeologists are not sure whether these ancient people even had any religious beliefs. In this way, the instructor rebuts the reading passage's claim that the shape and location of these roads was of great religious significance.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 Which word in the response means "**having importance**"? Write the word on the line below.  
\_\_\_\_\_
- 4 What does "**accommodate**" mean? Find the sentence that explains this and write it on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_
- 5 List at least two of the transitions the writer uses on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_

## Weak Response

► Read the response carefully and make note of any errors in grammar and logic.

The passages mainly about ancient roads. Reading said ancient roads had many purpose. The listening said the roads are not sure about why built.

First of all the reading, state the roads were build many times ago, by the Ancient Americans for transport. The roads, were transport for used, across many different regions. Since they were very straight, the letted people go between villages. ❶ The reading also continued that roads were for religious purposes. This is their significant. ❷ For example the road in Ohio runs for more than 50 miles. ❸ These findings show how significances their were.

Second of all, the lecture said the roads could have not be, for these reasons. For instance, people only walked to their travelling, so the roads, weren't not need. Also, the long highways were just too large for the people and the things. Then the lecture said that land has changed a lot. therefore the proof, has not been found. In this way, the lecture dis prove the theories, in the reading.

## Critical Analysis ► Refer to the sample response to complete the tasks below.

- 1 In which of the following ways should the highlighted sentence be rewritten?
  - (A) According to the reading passage, the Native Americans rebuilt their roads many times.
  - (B) The reading passage begins by arguing that these roads are more ancient than was previously thought.
  - (C) The first part of the reading passage states that these ancient roads were used for transportation.
- 2 Where should the following sentence be added to improve the response?

The shape of this road is similar to a constellation of great religious importance for the tribe that built it.

(A) ❶ (B) ❷ (C) ❸
- 3 Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

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# Parents Should Limit TV Watching for Children



Do you agree or disagree with the following statement? Parents should place limits on the amount of time their children spend watching TV. Use specific reasons and examples to support your answer.

## Generating Ideas

The following questions will help you write your response. Answer each with one or two sentences. Plan an answer for both options. Some ideas have been provided to help you.

### Idea Box • Agree

- 1 Q: Why is it difficult for children to control the amount of television they watch?  
A: *Children are young and lack self-discipline. Therefore, they cannot control themselves easily.*
- 2 Q: What responsibilities do parents have in raising their children?  
A: *Parents should*
- 3 Q: What are some activities for children that are more beneficial than watching television?  
A: *Children can*

Reason 1:

Reason 2:

### Idea Box • Disagree

- 1 Q: How can children develop more self-discipline by not having limits on watching television?  
A: *They can learn the problems of watching too much television and how to avoid them.*
- 2 Q: In what ways can watching television be better than other activities? Explain.  
A: *Watching television is*
- 3 Q: How can watching television help children grow and develop?  
A: *Some television shows allow children to*

Reason 1:

Reason 2:

## Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay? Explain why you feel this way.

## Planning

Use the outline to plan your response to the following: Do you agree or disagree with the following statement? Parents should place limits on the amount of time their children spend watching TV. Use specific reasons and examples to support your answer.

### Agree

#### Thesis Statement

*I feel that parents should limit the amount of television their children watch.*

#### First Supporting Idea

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#### Supporting Example

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#### Second Supporting Idea

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#### Supporting Example

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#### Conclusion

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### Disagree

#### Thesis Statement

*I believe children should be allowed to watch as much television as they want.*

#### First Supporting Idea

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#### Supporting Example

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#### Second Supporting Idea

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#### Supporting Example

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#### Conclusion

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**Writing**

Use this page to write your response. You have 30 minutes to complete your essay.

**Writing Guide**

Do you agree or disagree with the following statement? Parents should place limits on the amount of time their children spend watching TV. Use specific reasons and examples to support your answer.

**First Paragraph ►**

State and discuss  
thesis

**Second Paragraph ►**

First main supporting  
idea

Supporting detail

Example

**Third Paragraph ►**

Second main  
supporting idea

Supporting detail

Example

**Fourth Paragraph ►**

Conclusion

**Scaffolding**

Here are some useful phrases to help you when you write.

There are times when parents need to allow their children to...

For this reason, I agree that...

To begin with, I feel that watching television is...

Watching television is not... nor is it....

On top of this, television can also be...

Perhaps one of the most famous educational programs is...

This was certainly true in my case...

When considering... it is clear that...

**Strong Response**

► Read the response carefully to see what makes a response strong.

While some people may think that parents should limit the amount of television their children watch, I completely disagree with this. First, watching television can provide young people with academic instruction. Second, children who are allowed to watch as much television as they want can develop a sense of self-control.

For one, television can provide young children with academic instruction. Many programs, especially those on public television, are specifically created to help young children learn. One of the most famous educational programs is *Sesame Street*, which has been on the air for several decades. The show teaches children basic concepts, such as the alphabet and numbers, with its cast of memorable characters. Watching *Sesame Street* and other educational shows proved beneficial for me. Thanks to these programs, I was the most advanced student in my kindergarten class. It is clear that parents who do not limit their children's television viewing are providing them with a way to become more academically prepared.

Furthermore, children who have unlimited access to television can develop a sense of self-control. The reason is that children learn the consequences of watching too much television on their own rather than being told by their parents. This was certainly true in my case. As I previously mentioned, I was allowed to watch as much television as I wanted when I was a child. By the time I got to middle school, my grades were very poor. I figured out that my problem was watching too much television, so I began to cut back my viewing. After this, I was able to focus more on my schoolwork. I eventually became the best student in my class. In this way, letting children watch as much television as they want can teach them important life lessons.

There are many benefits to allowing children to control their own television viewing. Among them are that watching television can help children prepare for school and become more mature and responsible.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that include supporting details.
- 3 List at least two of the examples the writer uses on the lines below.

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**Weak Response**

► Read the response carefully and make note of any errors in grammar and logic.

Some parents let their children do what ever then want. Some parents let their kids play too many video games. Some parents let their kids stay up too late during the night. Some parents let their kids watch endless tv. However, I think these are not the best ideas. I feel that parents should not let their kids do what ever. Therefore, parents should put limitation on the television that they watch.

To begin with, parents need to helping their child do the right thing. This some times mean doing something that child does not like. Many parents control their child bad habits, such as eating to junk food, or playing too much video games, and so forth. Like these, watching television must be limited. Children has to be told how much televisions to watch each day, other wise they will just watching for ever. Like my cousin. His parents allow watch all the tv all day. So he watches sometimes 10 hours per day. This is way too much. Children have to learn limits. Therefore, parents must prevent their children watching too much television.

Another reason to watch too much television should be avoided is the tv programs. Most of them simply are not very benefit for children's development. Some shows have benefits, but the most shows are just bad. For example, most of the shows on television at night are not appropriate for children. From these shows, children learn many bad ideas. They think being violent is the best way to fix problems. They learn that saying swear words is okay. They learn bad ideas about relationships with other people. In short, most shows on television teach nothing good, so they should not be seen by young people.

There are many good things children can do. They can play sports. They can join a school club. They can study hard. But watching television is not something they should do for too much time. For the reasons explained above, children should not watch too much television.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Which of the following sentences could be added to strengthen the response?
  - (A) Watching television all day is as unhealthy as playing too many video games.
  - (B) Research shows that children who watch a lot of television are more likely to become violent.
  - (C) People often watch television to escape problems in their daily lives, such as school or work.
- 2 The topic sentence from the second body paragraph is not clear. Rewrite it to make it clearer.
- 3 Think of at least one supporting idea to add to the second body paragraph to make it more interesting.
- 4 Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

c h a p t e r

# 6

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## **Integrated Writing**

Astronomy: Building a Space Station Above Venus

## **Independent Writing**

Governments Should Focus on Health Care

# Astronomy: Building a Space Station Above Venus

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

- **overcome** (*v*)  
to defeat; to rise above  
To be successful in life, you will need to **overcome** many challenges.
- **unfeasible** (*adj*)  
not capable of being carried out or put into practice  
Sending human beings into outer space seemed **unfeasible** just 100 years ago.
- **accomplish** (*v*)  
to succeed in doing; to complete  
You will be surprised by what you can **accomplish** if you work hard.
- **atmosphere** (*n*)  
the gases around a planet or star  
Today's airplanes fly high in the **atmosphere**.
- **fatal** (*adj*)  
causing death; lethal  
None of the passengers survived the **fatal** airplane crash.
- **crush** (*v*)  
to grind, squeeze, or pound into bits  
That huge machine is capable of **crushing** cars into small squares of metal.
- **carry out** (*phr v*)  
to complete an activity; to accomplish  
Even though our leader is gone, we must **carry out** her plan.
- **approximately** (*adv*)  
almost exactly or correctly  
The train will arrive at **approximately** nine o'clock.
- **threat** (*n*)  
something that can cause danger or harm  
If you get too much of a suntan, there is the **threat** of getting skin cancer.
- **radiation** (*n*)  
energy that travels in waves  
X-ray machines emit **radiation**, which can make you sick.

## Reading

Read the passage carefully. Try to understand what the main argument of the passage is. You have 3 minutes to read.

In recent decades, man has walked on the moon and used robots to explore the surface of Mars. Now, astronomers are looking to overcome a bigger test: setting up a high-atmosphere space station above the planet Venus. However, the challenges facing such a project simply make it unfeasible to accomplish.

One of the main difficulties facing the construction of a Venusian high-atmosphere space station is the planet's atmosphere. The surface pressure on Venus is more than ninety times greater than that on Earth. Such a high degree of atmospheric pressure would prove fatal to human beings and would crush any spacecraft that approached the planet. In order to build a space station above Venus, new spacecraft able to withstand the extreme pressure would have to be designed and built. This could cost tens of billions of dollars. Thus, any attempt to build a space station above Venus would be much too expensive to carry out.

Another problem in completing a space station above Venus deals with the sun. Venus is located approximately thirty percent closer to the sun than Earth. Compared to Earth, the solar radiation levels on Venus are nearly twice as high. This can cause a wide variety of problems for astronauts. Even with protective

NOT

spacesuits, astronauts can damage their eyesight and get skin cancer. Worse still is the threat of radiation poisoning, which can lead to an early death. These factors make it much too dangerous to set up a high-altitude space station above Venus.



**Paraphrasing** ► The following sentences come from the reading passage. Complete each paraphrase with appropriate words or phrases.

1 The challenges facing such a project simply make it unfeasible to accomplish.

→ *Building a space station above Venus is \_\_\_\_\_ due to \_\_\_\_\_.*

2 Such a high degree of atmospheric pressure would prove fatal to human beings and would crush any spacecraft that approached the planet.

→ *Humans \_\_\_\_\_ and \_\_\_\_\_ by the great \_\_\_\_\_ around Venus.*

3 Thus, any attempt to build a space station above Venus would be much too expensive to carry out.

→ *It would be \_\_\_\_\_ to try to \_\_\_\_\_ above Venus.*

4 Compared to Earth, the solar radiation levels on Venus are nearly twice as high.

→ *The \_\_\_\_\_ levels on Venus \_\_\_\_\_ on Earth.*

**Summarizing** ► Complete the summary below using the information from the reading passage. Be sure to paraphrase the information.

In the reading passage, it is stated that \_\_\_\_\_ above Venus would not be possible for the following reasons. First, the planet's atmospheric pressure is ninety times higher than it is on Earth. This is high enough to \_\_\_\_\_ and \_\_\_\_\_ that attempt to go there. Second, the planet's \_\_\_\_\_ would create \_\_\_\_\_ for astronauts. These include damage to eyesight, skin cancer, and even death.

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

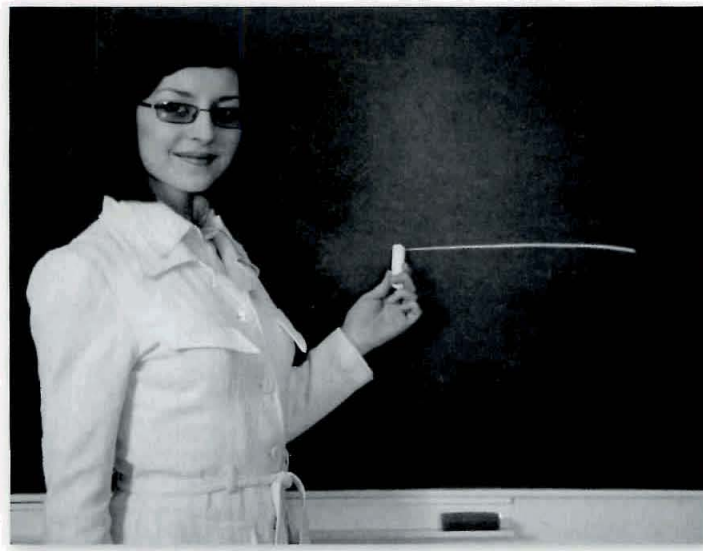
- **impossible** (*adj*)  
not able to happen or be done  
It is **impossible** for one person to pick up a bus.
- **pose** (*v*)  
to put forward; to present  
Allow me to **pose** this question to you.
- **commonly** (*adv*)  
under normal circumstances; for the most part  
Young children are not **commonly** seen without their mother or father nearby.
- **cite** (*v*)  
to refer to by name  
Brenda **cited** the newspaper story to support her argument.
- **identical** (*adj*)  
very same; exactly alike  
Twins that look the same are called **identical** twins.
- **existing** (*adj*)  
having being or actuality; occurring in certain places or under certain conditions  
The phone company plans to offer its **existing** customers a discount this year.
- **comparatively** (*adv*)  
in a relative manner  
Both cars are expensive, but the Ferrari is **comparatively** more expensive.
- **block** (*v*)  
to stop; to prevent the passage of  
The garbage **blocked** the drain, so the water began to flood.
- **illumination** (*n*)  
making light  
You need to make sure your room has enough **illumination** when you read a book.
- **overcast** (*adj*)  
covered with clouds or mist  
I like **overcast** days better than sunny days.

## Listening



Now listen to part of a lecture on the topic you just read about.

© 2-11



**Paraphrasing** ► The following sentences come from the lecture. Complete each paraphrase with appropriate words or phrases.

1 The higher above the surface you are, the lower the atmospheric pressure becomes.

→ *The air pressure around Venus decreases as you go \_\_\_\_\_.*

2 This means that a space station could be built there using existing technology.

→ *It is possible to build a space station above Venus without \_\_\_\_\_.*

3 The reason is that Venus is surrounded by thick clouds that block much of the sun's rays.

→ *The \_\_\_\_\_ that cover Venus stop \_\_\_\_\_ from reaching \_\_\_\_\_.*

4 It means that the actual illumination within Venus's atmosphere is comparable to that on Earth during an overcast day.

→ *The \_\_\_\_\_ on Venus is similar to what it is \_\_\_\_\_ on Earth.*

**Summarizing** ► Complete the summary below using the information from the lecture. Be sure to paraphrase the information.

In the lecture, the professor deals with the topic of building a space station above Venus. She argues that it \_\_\_\_\_ to build a space station there. The lecturer begins by explaining that Venus's atmospheric pressure \_\_\_\_\_ a problem. The reason is that the pressure sixty kilometers above Venus is \_\_\_\_\_ on Earth. The instructor then talks about \_\_\_\_\_ around the planet. She states that thick clouds block most of the sun's rays, meaning that it is possible for astronauts to \_\_\_\_\_.

**Tandem Note-Taking** ▶

Refer to the paraphrasing and summarizing exercises to complete the side-by-side notes below. Include only the two points from the reading and listening that clearly contract each other.

## Reading

**Main Idea**

*Building a space station above Venus is*

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**First Supporting Argument**

*The atmospheric pressure there is*

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**Supporting Detail**

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**Second Supporting Argument**

*Venus's solar radiation levels are*

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**Supporting Detail**

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## Listening

**Main Idea**

*Although difficult, building a space station  
above Venus is*

---

**First Supporting Argument**

*The atmospheric pressure would not*

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---

**Supporting Detail**

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---

**Second Supporting Argument**

*Inside the atmosphere of Venus, solar  
radiation levels are*

---

**Supporting Detail**

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## Writing

Use this page to write your response. You have 20 minutes to complete your essay.

### Writing Guide

Summarize the points made in the lecture, being sure to explain how they cast doubt on specific arguments made in the reading passage.

2-12

#### First Paragraph ►

State and discuss  
thesis

#### Second Paragraph ►

First main idea  
from reading

Contradiction  
from lecture

Supporting detail

#### Third Paragraph ►

Second main idea  
from reading

Contradiction  
from lecture

Supporting detail

#### Fourth Paragraph ►

Conclusion  
(optional)

### caffolding

Here are some useful phrases to help you when you write.

The reading passage makes the argument that...

In the lecture, the instructor contends that...

In the first part of the reading passage...

Next, the professor talks about...

She argues that... would not present a problem.

These arguments rebut the ones made in the reading passage that...

Again, the lecture refutes the...

**Strong Response**

► Read the response carefully to see what makes a response strong.

The reading passage makes the argument that building a high-atmosphere space station above Venus would be too difficult to attempt. In the lecture, the instructor contends that this project might actually be possible.

In the first part of reading passage, the author explains that the high atmospheric pressure on Venus would be fatal for astronauts and would crush spaceships. The professor, however, disagrees. She argues that the atmospheric pressure would not present a problem. The reason is that the pressure in the higher atmosphere of Venus is comparable to that on Earth. Therefore, a space station could be built there using current technology.

The reading passage then states that the high solar radiation levels on Venus would create many health problems, such as blindness and skin cancer, for astronauts. Again, the lecturer refutes the passage's argument. She says that much of the sun's light is blocked by thick clouds around Venus. This means that solar radiation levels there are similar to those on Earth on a cloudy day.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 Which word in the response means “**stop**”? Write the word on the line below.  
\_\_\_\_\_
- 4 What does “**fatal**” mean? Find the sentence that explains this and write it on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_
- 5 List at least two of the transitions the writer uses on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_

**Weak Response** ▶ Read the response carefully and make note of any errors in grammar and logic.

**Weak Response** ▶ Read the response carefully and make note of any errors in grammar and logic.

The reading the listening talking about space station around Venus. It says in reading that space station can not happen. But it says in listening the otherwise. It says a space station can be possibility.

The reading it says space station not possible. ❶ Because of many difficulties. For example, atmosphere on Venus is simply much too great, ninety times earth, etc. So space station not be building there easily.

② The listening it was stated this not too difficulty. ③

Nextly the reading write that space station would become damaged by the sun. Example is cause skin cancer, etc. The lecture said this is not problem. Because the clouds on Venus like Earth on cloudy day. So the space station can be safe.

Overall the reading was against the problem. The listening was favor the problem.

**Critical Analysis** ▶ Refer to the sample response to complete the tasks below.

► Refer to the sample response to complete the tasks below.

- 1 In which of the following ways should the highlighted sentence be rewritten?
- (A) The writer explains in the passage that the sun often causes damage to space stations.
- (B) The second argument in the reading is that solar radiation levels would harm astronauts.
- (C) In the reading passage, the question of whether the sun's radiation causes problems is asked.

- 2 Where should the following sentence be added to improve the response?

It is possible to use existing technology because the atmospheric pressure on Venus is similar to Earth.

- (A) ①                      (B) ②                      (C) ③

- 3 Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

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# Governments Should Focus on Health Care



Do you agree or disagree with the following statement? Governments should pay more attention to healthcare issues than environmental issues. Use specific reasons and examples to support your answer.

## Generating Ideas



The following questions will help you write your response. Answer each with one or two sentences. Plan an answer for both options. Some ideas have been provided to help you.

### Idea Box • Agree

- 1 Q: How can free government healthcare benefit an entire nation?  
A: *When more people are healthy, more work can be done, and more money can be spent.*
- 2 Q: What obligations do governments have to their people?  
A: *Governments should*
- 3 Q: How are healthcare problems easier to fix than environmental issues?  
A: *They are easier to fix in that*

Reason 1:

Reason 2:

### Idea Box • Disagree

- 1 Q: How do environmental problems affect every person in a nation?  
A: *Only some people need healthcare, but everybody has to live with the environment.*
- 2 Q: In what ways can the environment affect other issues, such as healthcare?  
A: *The environment can*
- 3 Q: How are environmental problems easier to fix than healthcare issues?  
A: *They are easier to fix in that*

Reason 1:

Reason 2:

## Developing Ideas



Having examined the two options, which do you feel more comfortable developing into an essay? Explain why you feel this way.

## Planning



Use the outline to plan your response to the following: Do you agree or disagree with the following statement? Governments should pay more attention to healthcare issues than environmental issues. Use specific reasons and examples to support your answer.

### Agree

#### Thesis Statement

*I contend that governments must make  
healthcare their most important issue.*

#### First Supporting Idea

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#### Supporting Example

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#### Second Supporting Idea

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#### Supporting Example

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#### Conclusion

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### Disagree

#### Thesis Statement

*While healthcare is important, I believe that  
nations must focus more on the environment.*

#### First Supporting Idea

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#### Supporting Example

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#### Second Supporting Idea

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#### Supporting Example

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#### Conclusion

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**Writing**

Use this page to write your response. You have 30 minutes to complete your essay.

**Writing Guide**

Do you agree or disagree with the following statement? Governments should pay more attention to healthcare issues than environmental issues. Use specific reasons and examples to support your answer.

**First Paragraph ▶**

State and discuss  
thesis

**Second Paragraph ▶**

First main supporting  
idea

Supporting detail

Example

**Third Paragraph ▶**

Second main  
supporting idea

Supporting detail

Example

**Fourth Paragraph ▶**

Conclusion

**Scaffolding**

Here are some useful phrases to help you when you write.

As important as this issue is, I feel that...

Therefore, it is clear that governments need to...

Healthcare is something that everybody...

The environment is the one thing that...

For example, consider...

On top of this, addressing... can help...

As a result of... thousands of people...

Ultimately, I contend that...

**Strong Response**

► Read the response carefully to see what makes a response strong.

These days, the world is filled with many problems. For a lot of people, receiving adequate health care is a great concern. As important as this issue is, however, there is one issue of even greater importance: the environment. Our future depends on how well we take care of the Earth. Therefore, it is clear that governments around the world need to make environmental issues their top priority.

The environment is the one thing that affects everyone in the world. It is terrible if a father cannot support his family because he does not have health care. But this only affects a small number of people. The fact of the matter is that if the Earth suffers, then all of humanity suffers. This is evident in the number of problems we are currently facing. For example, consider the main resource that we all take for granted: water. Clean water supplies all over the world are running out. This is happening for a variety of reasons. They include pollution by companies and overuse by individuals. As serious as the water problem is, it can still be corrected but only if governments make an effort to protect the environment.

On top of this, addressing environmental issues can help solve other problems and prevent them from occurring in the future. The reason is that many of the world's problems, including the spread of diseases, are a result of environmental issues. Think about how the environment can affect a person's health. In developing nations such as China, the air is polluted due to smog from factories and automobiles. As a result of this pollution, thousands of people each year develop health problems and have to go to the hospital. Virtually all of these cases could be prevented if the Chinese government made stricter regulations concerning air pollution. Because the environment affects everything, governments could solve countless problems by addressing environmental concerns.

Although governments around the world have many serious issues to tackle, I believe that they should make environmental issues their top priority. By protecting the environment, governments will be able to improve all other aspects of their citizens' lives.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that include supporting details.
- 3 List at least two of the examples the writer uses on the lines below.

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**Weak Response**

► Read the response carefully and make note of any errors in grammar and logic.

Today there is a lot of debate about the health care and the environment. It seems that people must worry alot about both. The environment is not as important as the health care.

In the beginning staying healthy is important, when you are healthy you can do more, but not healthy cant do any thing. But if the health care is too cost then, people cant stay health, so the government, has to make health care more available. Therefore, the health care is more important then, the environment.

Further more, most people can not have health alone. They have to get the nation to assist, other wise they have no health. This is called insurance, insurance is very important to stay health, but for most it can cost to expensive. Therefore, the government has to make health care for every body.

Finally, fixing the environment is a big problem. It will take a long time to fix. Since it will take a lot tie, we have to look at the other problem first, since health care is so a problem, it will need to be fix first. The government can spend less money to have health people than the environment. In this way, it becomes logical to fix the health care before hand.

Although environment is a serious problem, it does not have the importance, health care has. So the government needs to look at it first.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Which of the following sentences could be added to strengthen the response?
  - (A) According to recent surveys, a majority of people view environmental issues as the most important.
  - (B) To give a personal example, my father was able to get health insurance from his employer.
  - (C) One estimate suggests that developing cheap alternative energy sources will take 30 more years.
- 2 The topic sentence from the second body paragraph is not clear. Rewrite it to make it clearer.
- 3 Think of at least one supporting idea to add to the first body paragraph to make it more interesting.
- 4 Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

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c h a p t e r

# 7

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## **Integrated Writing**

Business: Paying Employees on Commission

## **Independent Writing**

Working at A High-Paying Job with Low Security

# Business: Paying Employees on Commission

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

- **boost** (*v*)  
to make higher or greater; to increase  
To make the city safer, the mayor wants to **boost** the number of police officers on the streets.
- **productivity** (*n*)  
the amount of work a person does  
My **productivity** is at its highest during the early afternoon.
- **efficiency** (*n*)  
the amount of work needed to produce something  
Cars with greater fuel **efficiency** can go farther using less gas.
- **incentive** (*n*)  
something that causes a person to act in some way  
Offering candy is a good **incentive** to get children to do their chores.
- **staff** (*n*)  
workers; employees  
There are twenty people on **staff** at the bank.
- **flat** (*adj*)  
unchanging; fixed  
Some lawmakers have put forth the idea of having a **flat** tax rate.
- **factor** (*n*)  
a cause that brings about a result  
There are many **factors** to think about when choosing a job.
- **attractive** (*adj*)  
having the power to please or draw interest  
Although both women are pretty, I think Mia is the more **attractive** of the two.
- **reward** (*v*)  
to give something in return, especially for good work or a good deed  
Brent was **rewarded** \$50,000 for helping police to catch the criminal.
- **cycle** (*n*)  
a set of events that keep coming back in the same order  
The weather goes through the same **cycle** each year.

## Reading

Read the passage carefully. Try to understand what the main argument of the passage is. You have 3 minutes to read.

Companies around the world all want to boost the productivity and work efficiency of their employees. In order to do this, employers must be willing to offer their employees incentives to work harder. One of the best incentives is money. It is for this reason that employers should get rid of traditional salaries in favor of paying their staff on commission.

Paying employees on commission greatly benefits companies. Workers who are paid based on their overall productivity generally work much more efficiently than those paid flat salaries. This was the case at one company that decided to pay its employees on commission. It found that the workers completed their work thirty percent faster than when they had received salaries. Furthermore, these employees also tended to do work of a higher quality. These two factors make commission-based payments an attractive option for employers.

Employees also benefit from being paid on commission. When paid based on the amount of work they do, employees are able to double or even triple their previous salaries. Earning more money allows workers to enjoy a higher quality of life. Also, employees who work on commission have increased job

NOTE

satisfaction because they know their hard work will be properly rewarded. This satisfaction at work makes employees happier and healthier in general. In turn, employees are able to work with greater efficiency, allowing them to earn more money and enjoy even greater job satisfaction.



**Paraphrasing** ► The following sentences come from the reading passage. Complete each paraphrase with appropriate words or phrases.

- 1 Workers who are paid based on their overall productivity generally work much more efficiently than those paid flat salaries.

→ *When paid for the amount of work \_\_\_\_\_, employees tend to work \_\_\_\_\_.*

- 2 It found that the workers completed their work thirty percent faster than when they had received salaries.

→ *Employees paid on commission finish their tasks \_\_\_\_\_ compared to employees \_\_\_\_\_.*

- 3 When paid based on the amount of work they do, employees are able to double or even triple their previous salaries.

→ *Workers paid on commission can earn \_\_\_\_\_ their original salaries.*

- 4 Also, employees who work on commission have increased job satisfaction because they know their hard work will be properly rewarded.

→ *People who are paid for the amount of work they do are \_\_\_\_\_ since their \_\_\_\_\_.*

**Summarizing** ► Complete the summary below using the information from the reading passage. Be sure to paraphrase the information.

The author of the reading passage contends that \_\_\_\_\_ benefits both \_\_\_\_\_.

It benefits employers in that workers become \_\_\_\_\_.

On top of this, employees paid on commission do work of \_\_\_\_\_. At the same time, receiving a commission is good for employees because they are able to \_\_\_\_\_.

Not only does this allow them to enjoy a higher quality of life, but it also gives workers \_\_\_\_\_.

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

- **forgo** (*v*)  
to do without; to let go of something  
If you want to camp in the woods, you will have to **forgo** some of the comforts of home.
- **steady** (*adj*)  
the state of being unchanging  
The price of food has remained **steady** even though everything else has become more expensive.
- **skeptical** (*adj*)  
having or showing doubt; disbelieving  
Some people believe in ghosts, but I am **skeptical** myself.
- **suited** (*adj*)  
meant or adapted for an occasion or use; appropriate  
That flashlight is **suited** for underwater use.
- **assume** (*v*)  
to take for granted; to suppose  
Try not to **assume** too many things. If you do, you may get in trouble.
- **guarantee** (*v*)  
to make certain  
The computer comes with a free ninety-day **guarantee**.
- **fluctuate** (*v*)  
to rise and fall; to change continually  
Temperatures have been **fluctuating** lately. One day, it is freezing, and the next day, it is hot.
- **virtually** (*adv*)  
almost but not quite; nearly; practically  
**Virtually** everybody learns how to read by the time they are ten years old.
- **contract** (*n*)  
an agreement, particularly one that is written  
Before you start the job, you must sign the **contract** first.
- **stability** (*n*)  
the state of being unchanging  
Most people want **stability** in their lives, but some people like for each day to be different.

## Listening



Now listen to part of a lecture on the topic you just read about.

2-13



**Paraphrasing** ► The following sentences come from the lecture. Complete each paraphrase with appropriate words or phrases.

1 Of course, some jobs are well suited to commission-based payments.

→ *There are certain \_\_\_\_\_ that should be \_\_\_\_\_.*

2 Every student would always pass every class.

→ *No students would ever fail \_\_\_\_\_.*

3 Paying employees on commission does not always guarantee an increase in salary.

→ *Workers who are paid for the amount of \_\_\_\_\_ do not always \_\_\_\_\_.*

4 This lack of stability can make employees uncomfortable with their financial situations, and this can greatly reduce their work productivity.

→ *People who do not have \_\_\_\_\_ can become nervous about \_\_\_\_\_, which makes them unable to \_\_\_\_\_.*

**Summarizing** ► Complete the summary below using the information from the lecture. Be sure to paraphrase the information.

The instructor opposes paying \_\_\_\_\_. He gives two arguments in favor of his opinion. First, the professor explains that not all jobs should be paid on commission. To illustrate this, he uses the example of teachers. He says that teachers would benefit from \_\_\_\_\_ but students would not. Next, the lecturer talks about how being paid for the amount of work done does not always \_\_\_\_\_ in salary. He clarifies this by talking about how \_\_\_\_\_ a person earns \_\_\_\_\_ from month to month.

**Tandem Note-Taking** ▶

Refer to the paraphrasing and summarizing exercises to complete the side-by-side notes below. Include only the two points from the reading and listening that clearly contract each other.

**Reading****Main Idea**

*Paying employees on commission benefits*

.....  
.....

**First Supporting Argument**

*Offering employees commission-based  
payments*

.....  
.....

**Supporting Detail**

.....  
.....

**Second Supporting Argument**

*Employees who work on commission can*

.....  
.....

**Supporting Detail**

.....  
.....

.....  
.....

**Listening****Main Idea**

*Not all employees should be*

.....  
.....

**First Supporting Argument**

*Some jobs cannot or should not be*

.....  
.....

**Supporting Detail**

.....  
.....

**Second Supporting Argument**

*Being paid on commission does not always*

.....  
.....

**Supporting Detail**

.....  
.....

.....  
.....

## Writing

Use this page to write your response. You have 20 minutes to complete your essay.

### Writing Guide

Summarize the points made in the lecture, being sure to explain how they challenge specific claims made in the reading passage.

2-14

#### First Paragraph ▶

State and discuss  
thesis

#### Second Paragraph ▶

First main idea  
from lecture

Supporting detail

Contradiction  
from reading

#### Third Paragraph ▶

Second main idea  
from lecture

Supporting detail

Contradiction  
from reading

#### Fourth Paragraph ▶

Conclusion  
(optional)

### Scaffolding

Here are some useful phrases to help you when you write.

The reading passage and lecture deal with...

The professor, however, asserts...

First, the lecturer explains that...

His argument call into question the one made in  
the...

Next, the instructor states that...

To explain this, he talks about...

On the other hand, the reading passage claims  
that...

**Strong Response**

▶ Read the response carefully to see what makes a response strong.

The reading passage and lecture deal with the issue of paying staff on commission. The reading passage states that commission-based payments benefit both employers and employees. The professor, however, asserts that paying on commission might not benefit all workers.

The lecturer begins by stating that not all jobs should be paid according to the amount of work completed. He gives the example of teachers. He argues that teachers should not be paid on commission because the quality of education would decrease substantially. His argument call into question the one made in the reading passage. There, it is stated that paying employees based on the amount of work they do leads them to work more efficiently and to do better jobs than employees earning flat salaries.

The professor also believes that employees paid on commission do not always make more money. He says that the amount of money an employee on commission earns can fluctuate greatly each month. In some months, they can make a lot of money. In other months, they might make none at all. This often makes people uncomfortable about their financial situations. On the other hand, the reading passage claims that employees earn much more money and are happier receiving commission-based salaries.

**Critical Analysis** ▶ Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 Which word in the response means “**unchanging**”? Write the word on the line below.  
\_\_\_\_\_
- 4 What does “**fluctuate greatly**” mean? Find the sentence that explains this and write it on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_
- 5 List at least two of the transitions the writer uses on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_

## Weak Response

► Read the response carefully and make note of any errors in grammar and logic.

The lecture that came after the reading passage gave some argument in against commission salaries. The lecturers arguments casted some doubt on the reading passage.

Firstly, the lecture said that some people should not be pay on commission. The he stated was about teacher. He said teachers get paid on commission only them benefit. Clearly, this is not a good solution. For these types of job, commission payment is not a good idea. This is contrasting the reading passage, where it argued that workers on commission complete their tasks more quickly.

Next, the professor dis proves the argument about salary increase on commissions. He says that only sometimes does salary increase. Othertimes, the salary can be virtually none. He argues that this changing salary makes workers less productivity. However, the reading passage argued otherwise. It states that employees who are getting commission earn double to triple their salary. From this, it is clear this not always true.

## Critical Analysis

► Refer to the sample response to complete the tasks below.

- 1 In which of the following ways should the highlighted sentence be rewritten?
  - (A) The professor contends that constantly fluctuating salaries make workers less productive.
  - (B) In the lecture, the instructor talks about the importance of salaries and work productivity.
  - (C) The lecturer argues that employees with low productivity often earn changing salaries.
- 2 Where should the following sentence be added to improve the response?

For instance, teachers who are paid based on the number of students that pass their classes would never fail any students.

  - (A) Introductory paragraph
  - (B) Body paragraph 1
  - (C) Body paragraph 2
- 3 Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

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# Working at a High-Paying Job with Low Security



Would you prefer working at a high-paying job that does not offer job security, or would you prefer working at a lower-paying but secure job? Use specific reasons and details to support your choice.

## Generating Ideas



The following questions will help you write your response. Answer each with one or two sentences. Plan an answer for both options. Some ideas have been provided to help you.

### Idea Box • High-Paying Job

- 1 Q: What are the practical benefits of earning more money?  
A: *By earning more money, a person does not have to worry about paying bills or buying food.*
- 2 Q: How can changing jobs often be beneficial?  
A: *Changing jobs can often make a person's life*
- 3 Q: How does earning a high salary improve a person's quality of life?  
A: *With a high salary,*

Reason 1:

Reason 2:

### Idea Box • Secure Job

- 1 Q: In what ways can job security be better than earning a lot of money?  
A: *Having a secure job makes it possible to plan for the future, which money alone cannot do.*
- 2 Q: What are the drawbacks of not having a secure, long-term job?  
A: *A person could never become*
- 3 Q: Does a person need a high salary to be happy? Explain.  
A: *No, having a lot of money does not matter*

Reason 1:

Reason 2:

## Developing Ideas



Having examined the two options, which do you feel more comfortable developing into an essay? Explain why you feel this way.



Use the outline to plan your response to the following: Would you prefer working at a high-paying job that does not offer job security, or would you prefer working at a lower-paying but secure job? Use specific reasons and details to support your choice.

### High-Paying Job

#### Thesis Statement

*I would prefer to work at a high-paying job with little job security.*

#### First Supporting Idea

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#### Supporting Example

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#### Second Supporting Idea

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#### Supporting Example

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#### Conclusion

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### Secure Job

#### Thesis Statement

*I would rather have a secure job even if it did not pay a lot of money.*

#### First Supporting Idea

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#### Supporting Example

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#### Second Supporting Idea

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#### Supporting Example

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#### Conclusion

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**Writing**

Use this page to write your response. You have 30 minutes to complete your essay.

**Writing Guide**

Would you prefer working at a high-paying job that does not offer job security, or would you prefer working at a lower-paying but secure job? Use specific reasons and details to support your choice.

**First Paragraph ►**

State and discuss  
thesis

**Second Paragraph ►**

First main supporting  
idea

Supporting detail

Example

**Third Paragraph ►**

Second main  
supporting idea

Supporting detail

Example

**Fourth Paragraph ►**

Conclusion

**Scaffolding**

Here are some useful phrases to help you when you write.

It is for this reason that I would prefer...

For one, the amount of money a person earns...

Earning a high salary is not as important as...

This has certainly been the case with...

Furthermore, making a lot of money does (not)...

To illustrate, let me recount...

Although some people may prefer... for people like  
me... are the way to go.

**Strong Response**

▶ Read the response carefully to see what makes a response strong.

Our jobs serve many important functions in our lives. They give us a sense of purpose. They provide us with ways to learn new things and to develop new skills. But, perhaps most importantly, they allow us to earn money and to make a living. It is for this reason that I would prefer to work at a higher-paying job that offers less job security.

For one, the amount of money a person earns directly affects his or her quality of life. Simply put, the more money someone earns, the better his or her life will be. This has certainly been the case with my older brother. He works as a manager at a major company and earns a very large paycheck. As a result, he is able to afford many nice things for himself. For instance, he lives in a large apartment in a wealthy part of the city, drives a luxury car, and wears only the best clothing. Although some people may think these sorts of things are unnecessary, they allow him to live a better life. This, in turn, positively affects his health and happiness. This is why earning a higher salary is better than earning a lower salary.

Also, finding another job is not difficult. At any given time, there are large numbers of jobs available, especially for people with specialized training living in large cities. To illustrate, let me recount one of my friend's experiences. Not long ago, she graduated from college with a degree in engineering. She was quickly able to get a job with a starting salary of \$50,000 per year. She worked at that job for six months until she was suddenly fired one day. Within a month, my friend was able to find a similar position with even better pay. Since then, she has worked at four different jobs, each one with better pay and benefits. For people with skills that are in demand, job security is not a concern.

Some people place great value on living stable lives. For these people, low-paying but secure jobs are superior. However, for people like me who enjoy earning a lot of money and do not mind changing jobs every few years, higher-paying jobs with less job security are the way to go.

**Critical Analysis** ▶ Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that include supporting details.
- 3 List at least two of the examples the writer uses on the lines below.

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**Weak Response**

▶ Read the response carefully and make note of any errors in grammar and logic.

People worry about money. They think money will solve problem. But sometimes, money is problem by it self. Some people might like a big money job. But I think low pay job is can be better.

Sometimes low pay jobs are ok. They can have comfortable, and this makes life comfortable. Like you stay at the same job for a lot of time. Then you have comfortable life. If you change the job every so often then you do not have the comfortable. ❶ It is good just to stay in one place, sometimes. Even though high pay job seems good idea its really not so much.

And also, money is not always so important. You have enough money, then its ok. You don't have extravagant life style, but you are not needed that. ❷ You can be happy the way you are. For example, if you make the 2,000 dollar a month you pay the rent. You eat the food when become hungry. And this is not problem, because you have comfortable. ❸

Having the comfort is most crucial. So therefore the low pay job can be better.

**Critical Analysis** ▶ Refer to the sample response to complete the tasks below.

- 1 Where should the following sentence be added to improve the response?

A person does not need to drive a luxury car in order to be happy.

(A) ❶

(B) ❷

(C) ❸

- 2 The topic sentence from the second body paragraph is not clear. Rewrite it to make it clearer.
- 3 Think of at least one supporting idea to add to the second body paragraph to make it more interesting.
- 4 Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

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c h a p t e r

# 8

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## **Integrated Writing**

Communication: Interactive Voice Response Technology

## **Independent Writing**

A Person Working in a Group Must Accept Criticism

# Communication: Interactive Voice Response Technology

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

- **interactive** (*adj*)  
acting or capable of acting on each other or together  
Video games are enjoyable because they are **interactive**.
- **recognize** (*v*)  
to remember the identity of a person or thing  
I am sorry, but I do not **recognize** you. Are you sure that we have met before?
- **in conjunction with** (*prep*)  
together with  
My school is hosting the soccer competition **in conjunction with** the other schools in the area.
- **screen** (*v*)  
to separate a group into smaller parts  
Employers **screen** possible workers based on their work history.
- **segment** (*v*)  
to make several different parts in order  
In order to understand the information, you must **segment** it into related parts.
- **representative** (*n*)  
an individual who speaks or acts in place of others  
I will not be able to attend the meeting, so I will have to send a **representative**.
- **anonymous** (*adj*)  
without a known name  
Celebrities who want to remain **anonymous** in public wear sunglasses to hide their faces.
- **survey** (*n*)  
a gathering of a sample of data or opinions considered to be representative of a whole  
The restaurant will conduct a customer satisfaction **survey** to improve service.
- **pollster** (*n*)  
a person who gathers information for a survey  
Newspapers use **pollsters** to help them write their stories.
- **moderate** (*adj*)  
being within reasonable limits; not extreme  
Drinking a **moderate** amount of alcohol can actually be healthy for you.

## Reading

Read the passage carefully. Try to understand what the main argument of the passage is. You have 3 minutes to read.

Interactive voice response technology, otherwise known as IVR technology, is one of the most widely used telephone technologies today. It works by using a system that recognizes different dial sounds in conjunction with voice menus. Without IVR technology, modern telecommunications would not be possible.

First, IVR technology allows companies to make their services more efficient. Company call centers rely on the technology to screen and segment callers. When customers contact a call center, the IVR system requires them to answer a few questions about the type of service they want. The system then connects callers to the appropriate information center. This allows call centers to be able to provide faster and more efficient service. Rather than waiting to speak to a representative, callers can receive immediate service thanks to IVR technology.

In addition, IVR systems allow callers to remain anonymous. Due to this, IVR systems allow information to be exchanged more accurately. This is especially true in situations during which callers might not be comfortable with speaking to a human representative. One example of this would be a survey

NOTE

about voting. When asked by a person to give their opinion about a political topic, people are more likely to give a moderate answer. When asked the same questions by an IVR system, people generally give their honest opinions. When privacy and accuracy are the main concerns, IVR systems are superior.



**Paraphrasing** ► The following sentences come from the reading passage. Complete each paraphrase with appropriate words or phrases.

- 1 When customers contact a call center, the IVR system requires them to answer a few questions about the type of service they want.

→ *IVR systems will present callers \_\_\_\_\_ to determine \_\_\_\_\_ they require.*

- 2 Rather than waiting to speak to a representative, callers are able to receive immediate service thanks to IVR technology.

→ *With IVR systems callers do not have to \_\_\_\_\_ when they phone a call center.*

- 3 This is especially true in situations during which callers might not be comfortable with speaking to a human representative.

→ *These systems are \_\_\_\_\_ when callers would rather not \_\_\_\_\_.*

- 4 When asked by a person to give their opinion about a political topic, people are more likely to give a moderate answer.

→ *Callers tend not to give their \_\_\_\_\_ when talking to \_\_\_\_\_.*

**Summarizing** ► Complete the summary below using the information from the reading passage. Be sure to paraphrase the information.

In the reading passage, the writer asserts that \_\_\_\_\_ in modern telecommunications. The author's first argument is that IVR systems make call center services more efficient. This is illustrated by the fact that these systems \_\_\_\_\_ and connect them to \_\_\_\_\_ more quickly. The writer's next argument is that IVR technology allows information to be exchanged \_\_\_\_\_. This is because callers are more honest when dealing with one of these systems.

## Vocabulary

Take a few moments to review the vocabulary items that will appear in this task.

- **despise** (*v*)  
to dislike strongly; to scorn  
I like most foods, but I **despise** tomatoes.
- **hinder** (*v*)  
to be or get in the way of; to obstruct  
Our trip was **hindered** by the snowstorm.
- **series** (*n*)  
a number of things placed or occurring one after the other  
There is a **series** of tasks you must complete to get the job.
- **previous** (*adj*)  
happening before in time or order  
You should complete the **previous** chapter before moving on to the next one.
- **navigate** (*v*)  
to move through the menu arrangement in a software program  
Newer computer programs are much easier to **navigate** than older ones.
- **impersonal** (*adj*)  
feeling or showing no strong emotional involvement  
When grading a student's work, teachers should remain **impersonal**.
- **application** (*n*)  
a way of being used  
Personal computers have many different **applications**. They can be used to write papers, surf the Internet, watch movies, and much more.
- **deal with** (*phr v*)  
to do business with someone  
International businesspeople have to **deal with** clients from all over the world.
- **insignificant** (*adj*)  
not important; of no consequence  
Thanks to the Internet, people feel the need to share every **insignificant** detail of their lives with the world.

## Listening



Now listen to part of a lecture on the topic you just read about.

© 2-15



**Paraphrasing** ► The following sentences come from the lecture. Complete each paraphrase with appropriate words or phrases.

1 But rather than improving customer service, these systems actually hinder it.

→ *Not only do IVR systems fail to \_\_\_\_\_, but they actually \_\_\_\_\_.*

2. Sometimes, these menus are not organized well, so it can be difficult to determine which button you need to press.

→ *The menus in IVR are not always \_\_\_\_\_, which makes it \_\_\_\_\_ the information you need.*

3. Simply put, it is much easier to get an answer from a person than to try to navigate a series of confusing prerecorded menus.

→ *It is frankly simpler to get information \_\_\_\_\_ than to search through \_\_\_\_\_.*

4. They know that customer satisfaction is more important than saving a bit of money with these IVR systems.

→ *Companies understand that \_\_\_\_\_ is not as important as \_\_\_\_\_.*

**Summarizing** ► Complete the summary below using the information from the lecture. Be sure to paraphrase the information.

In his lecture, the instructor \_\_\_\_\_ because they worsen customer service. He supports his opinion with two main ideas. The first is that IVR technology \_\_\_\_\_. This is due to the fact that callers have to navigate \_\_\_\_\_ that are sometimes not organized very well. He also dislikes IVR systems for being \_\_\_\_\_. He says that most people would rather speak to another person, and it is for this reason that many companies are now \_\_\_\_\_ call centers.

**Tandem Note-Taking** ▶

Refer to the paraphrasing and summarizing exercises to complete the side-by-side notes below. Include only the two points from the reading and listening that clearly contract each other.

## Reading

**Main Idea**

*Modern telecommunications would not be*

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**First Supporting Argument**

*IVR systems allow companies to*

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**Supporting Detail**

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**Second Supporting Argument**

*These systems allow callers to*,  
*which allows information to be*

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**Supporting Detail**

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## Listening

**Main Idea**

*IVR systems do not*

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**First Supporting Argument**

*This technology does not*

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**Supporting Detail**

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**Second Supporting Argument**

*IVR systems are too*

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**Supporting Detail**

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## Writing

Use this page to write your response. You have 20 minutes to complete your essay.

### Writing Guide

Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.

2-16

#### First Paragraph ▶

State and discuss  
thesis

#### Second Paragraph ▶

First main idea  
from lecture

Contradiction  
from reading

Supporting detail

#### Third Paragraph ▶

Second main idea  
from lecture

Contradiction  
from reading

Supporting detail

#### Fourth Paragraph ▶

Conclusion  
(optional)

### Scaffolding

Here are some useful phrases to help you when you write.

The topic of the reading passage and lecture is...

The reading passage presents arguments strongly  
in favor of... but the lecturer questions...

First, the reading passage claims...

The professor starts his lecture by...

The lecturer calls this argument into...

The instructor goes on to talk about...

This statement that... rebuts the assertion made in  
the reading passage that...

**Strong Response**

► Read the response carefully to see what makes a response strong.

The topic of the reading passage and lecture is interactive voice response technology. The reading passage presents arguments strongly in favor of this technology, but the lecturer disputes the validity of these arguments.

First, the reading passage claims that IVR systems help callers save time because they help call centers provide personalized service for each caller. The lecturer calls this argument into question. He states that IVR systems do not make telecommunication services more efficient because they require callers to waste time navigating menus to find the information they seek. He goes on to say that most callers would feel more comfortable talking to an actual person.

Then, to refute the reading passage's assertion that the anonymity of IVR systems is a benefit, the instructor criticizes IVR systems for being too impersonal. He says these systems can make callers feel unimportant and insignificant. The professor explains that many call centers are now switching back to human representatives because they know providing good customer service is better than saving money.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 Which word in the response means “**without a known name**”? Write the word on the line below.  
\_\_\_\_\_
- 4 What does “**insignificant**” mean? Find the sentence that explains this and write it on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_
- 5 List at least two of the transitions the writer uses on the lines below.  
\_\_\_\_\_  
\_\_\_\_\_

► Read the response carefully and make note of any errors in grammar and logic.

First, the IVR system lets companies service more quickly. The system let customers answer there questions quickly. This is faster than speaking to representative, according to the passage. ❶ The speaking said this was not true however. ❷ He said the systems are too confusion to use. ❸ And they have to press to many button. So in this way they are worse.

Second, the IVR system allow callers to exchange more accurately. This is true when the human representative is not comfortable. One example of this is about voting. There IVR system are better. Lecture said against this though. He said IVR system are not want. Most people want to speak to human being on the phone. In this way the systems are not a smart choice to make.

1 In which of the following ways should the highlighted sentence be rewritten?

☐ (A) According to the professor, fewer people are confused thanks to the use of IVR systems.

☐ (B) In the lecture, it is stated that IVR technology is not as complex as it used to be.

☐ (C) The lecturer argues that IVR systems are too confusing to use easily.

The menus make it difficult for a person to find the information he or she is searching for.

- (A) 1 (B) 2 (C) 3

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# A Person Working in a Group Must Accept Criticism



Do you agree or disagree with the following statement? A person cannot work successfully in a group if he or she cannot accept criticism. Use specific reasons and examples to support your answer.

## Generating Ideas

The following questions will help you write your response. Answer each with one or two sentences. Plan an answer for both options. Some ideas have been provided to help you.

### Idea Box • Agree

- 1 Q: What is the purpose of working in a group?  
A: *The purpose is to generate many ideas from different people and to use the best ideas.*
- 2 Q: If a group has a stubborn member, how can it be more difficult to finish their task?  
A: *It would become*
- 3 Q: How can one person who does not accept criticism affect the success of the entire group?  
A: *This person can*

Reason 1:

Reason 2:

### Idea Box • Disagree

- 1 Q: How can disagreements help a group achieve its goals more easily?  
A: *A group can save time because its members will not spend time arguing over ideas.*
- 2 Q: What are some justifiable reasons a person might not listen to criticism from others?  
A: *The person may know*
- 3 Q: In what ways can a stubborn group member enable a group to be more successful?  
A: *It can*

Reason 1:

Reason 2:

## Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay? Explain why you feel this way.

## Planning



Use the outline to plan your response to the following: Do you agree or disagree with the following statement? A person cannot work successfully in a group if he or she cannot accept criticism. Use specific reasons and examples to support your answer.

### Agree

#### Thesis Statement

*I entirely agree that a person cannot work successfully in a group if he or she cannot accept criticism.*

#### First Supporting Idea

\_\_\_\_\_  
\_\_\_\_\_

#### Supporting Example

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Second Supporting Idea

\_\_\_\_\_  
\_\_\_\_\_

#### Supporting Example

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Conclusion

\_\_\_\_\_  
\_\_\_\_\_

### Disagree

#### Thesis Statement

*I contend that a person can contribute to a group successfully even if he or she cannot accept criticism.*

#### First Supporting Idea

\_\_\_\_\_  
\_\_\_\_\_

#### Supporting Example

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Second Supporting Idea

\_\_\_\_\_  
\_\_\_\_\_

#### Supporting Example

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Conclusion

\_\_\_\_\_  
\_\_\_\_\_

**Writing**

Use this page to write your response. You have 30 minutes to complete your essay.

**Writing Guide**

Do you agree or disagree with the following statement? A person cannot work successfully in a group if he or she cannot accept criticism. Use specific reasons and examples to support your answer.

**First Paragraph ▶**

State and discuss  
thesis

**Second Paragraph ▶**

First main supporting  
idea

Supporting detail

Example

**Third Paragraph ▶**

Second main  
supporting idea

Supporting detail

Example

**Fourth Paragraph ▶**

Conclusion

**Scaffolding**

Here are some useful phrases to help you when you write.

I entirely agree/completely disagree with the statement that...

From my experiences, I have learned that...

When working in a group, it is important that...

I will illustrate with a personal...

Furthermore, a person who cannot... will lower the quality...

In addition, people who do not listen to criticism...

From this experience, I can say for sure that...

Overall, I believe that...

**Strong Response**

► Read the response carefully to see what makes a response strong.

I entirely agree with the statement that a person cannot work successfully in a group if he or she cannot accept criticism. Throughout my years as a student, I have worked on many group projects. From these experiences, I have learned that in order to be successful, the members of a group have to be flexible and open to new ideas.

When working in a group, it is important that all members work together to complete their task. If a person is unwilling to accept criticism, then the group may not finish on time. This happened to a group I was working in during high school. There was one member of my group who would not listen to our suggestions about how to improve her ideas. She would often become angry if we did not completely agree with her. Eventually, she refused to do any more work for the group. As a result, the rest of us had to do our work and hers, so we were not able to finish our assignment on time.

Furthermore, a person who cannot accept criticism will lower the quality of the work produced by the entire group. If one person in a group does a bad job, then all of the members are affected. This happened when I had to give a group presentation in my literature class. One member of my group refused to let any of us edit his speech, which contained several mistakes. When our group finally gave our presentation, most of us did well, except for the stubborn member. In the end, our group got a B for our presentation. Had the one member listened to our suggestions, we might have gotten an A. From this experience, I can say for sure that groups suffer when one member does not accept criticism.

Overall, I believe that in order to be successful in a group, a person must be willing to accept criticism. A person who is unwilling to accept criticism will make whole group suffer. That is why a successful group is one in which all the members are able to work together effectively.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that include supporting details.
- 3 List at least two of the examples the writer uses on the lines below.

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**Weak Response**

► Read the response carefully and make note of any errors in grammar and logic.

When you do work, sometimes you have to do group work. You have to work as a partner in a group. This has good points and bad points. Some people think that work in a group means taking the criticism but it not always so.

First, giving the criticism take the time and groups do not have a lot of time to spend so it is better to avoid the criticism in total. Like consider the group who thinks about its ideas so much then how they do their work. In actual they don't do their work much because they waste time talking about ideas without doing the work. So in this way criticism is the wasting time. In this case just work without criticism does the complete more effectively. My brother was a group for work once. He did his ideas and make the work. He could not hear the others talking for his work. He just worked as he wanted and his ideas were not too bad. In the last they did it on time and even though it was not criticism he group had a big success.

Last the member of the goup does not hear the criticism for a good reason, because his ideas are too good for to listen. The leader does not accept the criticism form others if it is no good because it does not fooled. Like my group where one did not hear the criticism. He just do his work whatever he wanted. We said him your ideas are no good and they will fail but it turns out they were ok. After we did complete project he stopped to tell us that we got perfect score. So in this way arguing his points would have waisted the time therefore it was benefit that he could not hear criticism.

When the group work happens it can be bad. It can have problems arise and this is why criticism should be avoided. In other words working a group without criticism can have beneficial.

**Critical Analysis** ► Refer to the sample response to complete the tasks below.

- 1 Which of the following sentences could be added to strengthen the response?
  - (A) My brother did not listen to the criticisms of his group members because he was confident in his ideas.
  - (B) People who refuse to listen to criticism often do work of lower quality than those who do listen.
  - (C) The stubborn member eventually left the group, and this made it easier for us to finish more quickly.
- 2 The topic sentence from the second body paragraph is not clear. Rewrite it to make it clearer.
- 3 Think of at least one supporting idea to add to the first body paragraph to make it more interesting.
- 4 Find at least two grammatical mistakes in the response. Write the corrected sentences on the lines below.

Part

# C

Experiencing  
the TOEFL iBT  
**Actual Tests**

## 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 two writing tasks.

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

Now listen to the directions for the first writing task.

## Writing Based on Reading and Listening Directions

For this task, you will first have 3 minutes to read a passage about an academic topic. You may take notes on the passage if you wish. 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.

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. 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.

Typically, an effective response will be 150 to 225 words long. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. If you finish your response before time is up, you may click on **Next** to go on to the second writing task.

Now you will see the reading passage for 3 minutes. Remember it will be available to you again while you are writing. Immediately after the reading time ends, the lecture will begin, so keep your headset on until the lecture is over.

## Reading

Throughout history, humans have searched for ways to preserve food. From salt curing to canning, each method preserves food in different ways. In 1958, a German scientist introduced the world to a new method called food irradiation, which exposes food to nuclear radiation. When considering its benefits, it is clear that governments around the world need to make food irradiation mandatory.

During the irradiation process, insects and microscopic organisms on the food are killed. This is easily the primary advantage of food irradiation. The benefits of killing these organisms are twofold. First, killing the organisms that live on food makes it safer to eat. As a result, the risk of getting ill from food is drastically reduced. Second, because the insects are dead, they cannot destroy supplies of food that are waiting to be sold.

Food irradiation benefits consumer health in other ways, too. Food that is not preserved can lose vitamins and nutrients over time. Other preservation methods such as freezing or canning have been shown to destroy some nutrients. Irradiation, however, perfectly preserves the nutrients in food by stopping the aging process at the optimal time.

Not only does irradiation make food healthier, but it also makes food last longer. When the radiation changes the food's atoms, it slows down the growth of the food. For example, a regular banana from the grocery store may last one week before it goes bad. An irradiated banana, on the other hand, can stay fresh for months. This is good news for both growers and consumers of food. Consumers will not need to throw out rotten fruits and vegetables if they are irradiated. Additionally, farmers and grocery stores will not lose their investments if no one buys their products within a few days.

**Listening**  3-03



**Directions:** You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

**Question:** Summarize the main points in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.

9 3-04

### Reading

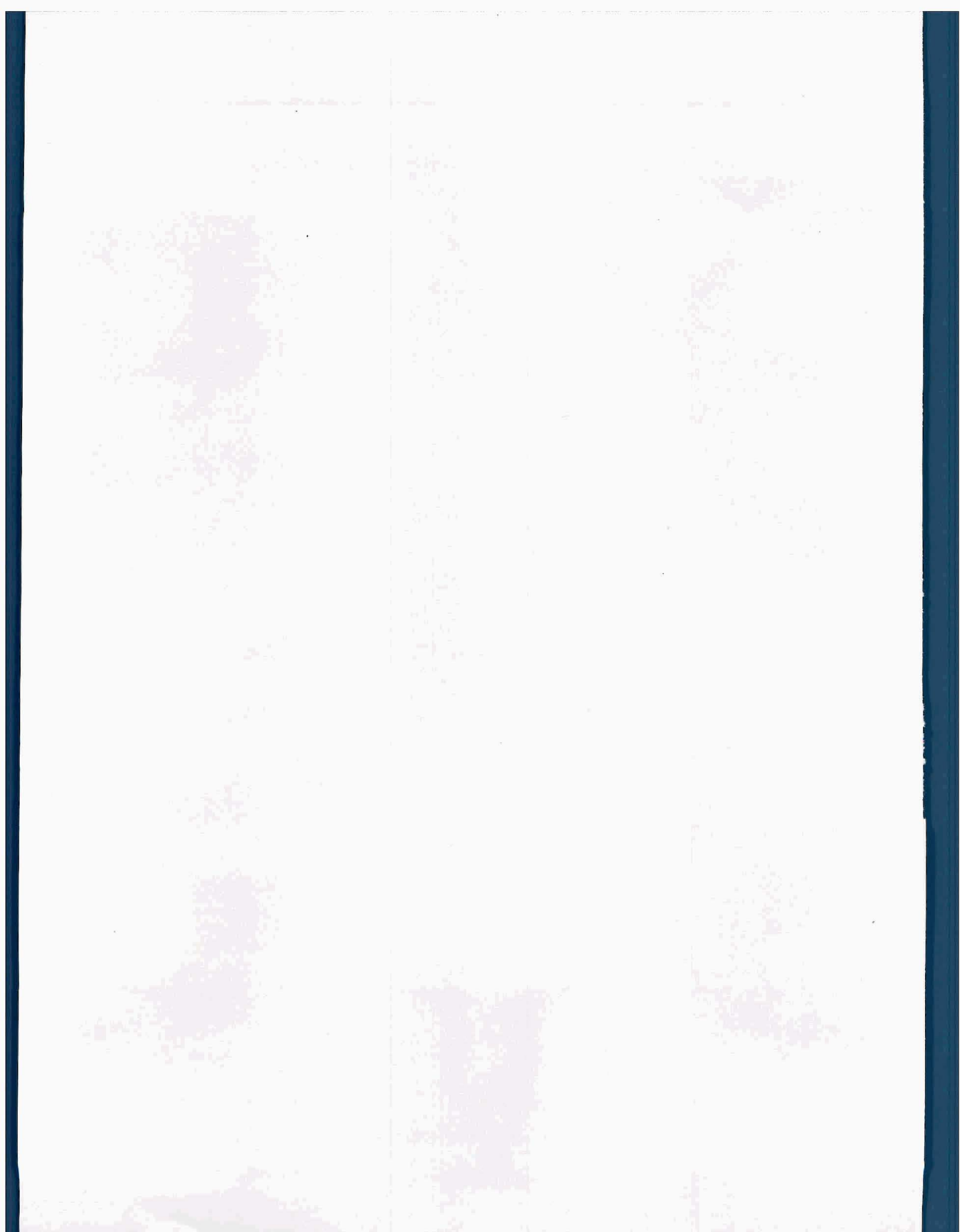
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## ► Writing Based on Knowledge and Experience

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### Writing Based on Knowledge and Experience Directions

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

Typically, an effective essay will continue 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 on **Continue** to go on.

Typically, an effective response will contain a minimum of 300 words.

### Question:

Do you agree or disagree with the following statement?

**Printed books have had a greater effect on society than television has had.**

Use specific reasons and examples to support your answer.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper is set against a dark background.



## 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 two writing tasks.

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

Now listen to the directions for the first writing task.

## Writing Based on Reading and Listening Directions

For this task, you will first have 3 minutes to read a passage about an academic topic. You may take notes on the passage if you wish. 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.

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. 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.

Typically, an effective response will be 150 to 225 words long. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. If you finish your response before time is up, you may click on **Next** to go on to the second writing task.

Now you will see the reading passage for 3 minutes. Remember it will be available to you again while you are writing. Immediately after the reading time ends, the lecture will begin, so keep your headset on until the lecture is over.

## Reading

In the search for methods of controlling climate change, scientists have proposed a number of theories. One proposed model is iron fertilization. Iron encourages the growth of plankton, small organisms near the ocean surface that absorb carbon dioxide. When plankton die, they carry carbon dioxide to the bottom of the sea, helping to prevent global warming. While this procedure appears to be useful in theory, it is in fact riddled with problems.

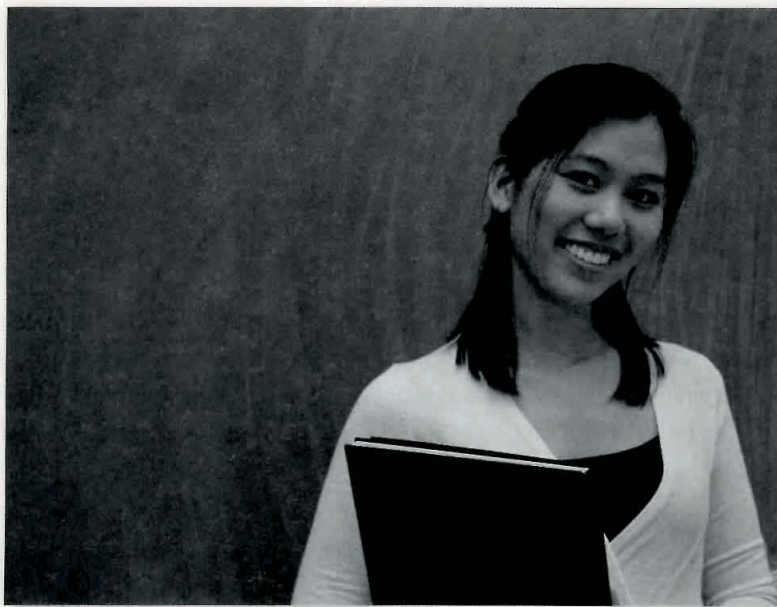
Most environmentalists agree that iron fertilization can lead to dangerous problems. In particular, the process cannot control which types of plankton are produced. Some plankton are actually harmful to the environment. They cause a phenomenon called “red tide.” When certain types of plankton die, they turn red and release a toxin that kills fish. Thousands of poisoned fish eventually wash up onto the land, thereby creating another environmental problem. A good solution to global warming should not be one that promotes ecological disasters.

Other ecological problems could result from iron fertilization as well. Plankton are a food source for a number of ocean-dwelling creatures such as jellyfish. The increased reproduction of plankton would support a larger population of jellyfish. The jellyfish population would soon grow out of control. This would have an impact on whale and fish populations, which would destroy the ocean’s natural food chain. Humans would be affected, too, as commercial fishermen would be competing with greater numbers of jellyfish for fewer fish.

Finally, tests conducted on iron fertilization have not shown positive results. Of the studies done, none have demonstrated that iron fertilization prevents global temperature change. Month-long studies have shown that, while plankton levels increase, there is no measurable change in carbon dioxide levels. Given the costs and risks associated with the process, it would be unwise to continue iron fertilization of the oceans.

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**Listening**  3-07



**Directions:** You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

**Question:** Summarize the points made in the lecture, being sure to explain how they challenge specific claims made in the reading passage.

3-08

## Reading

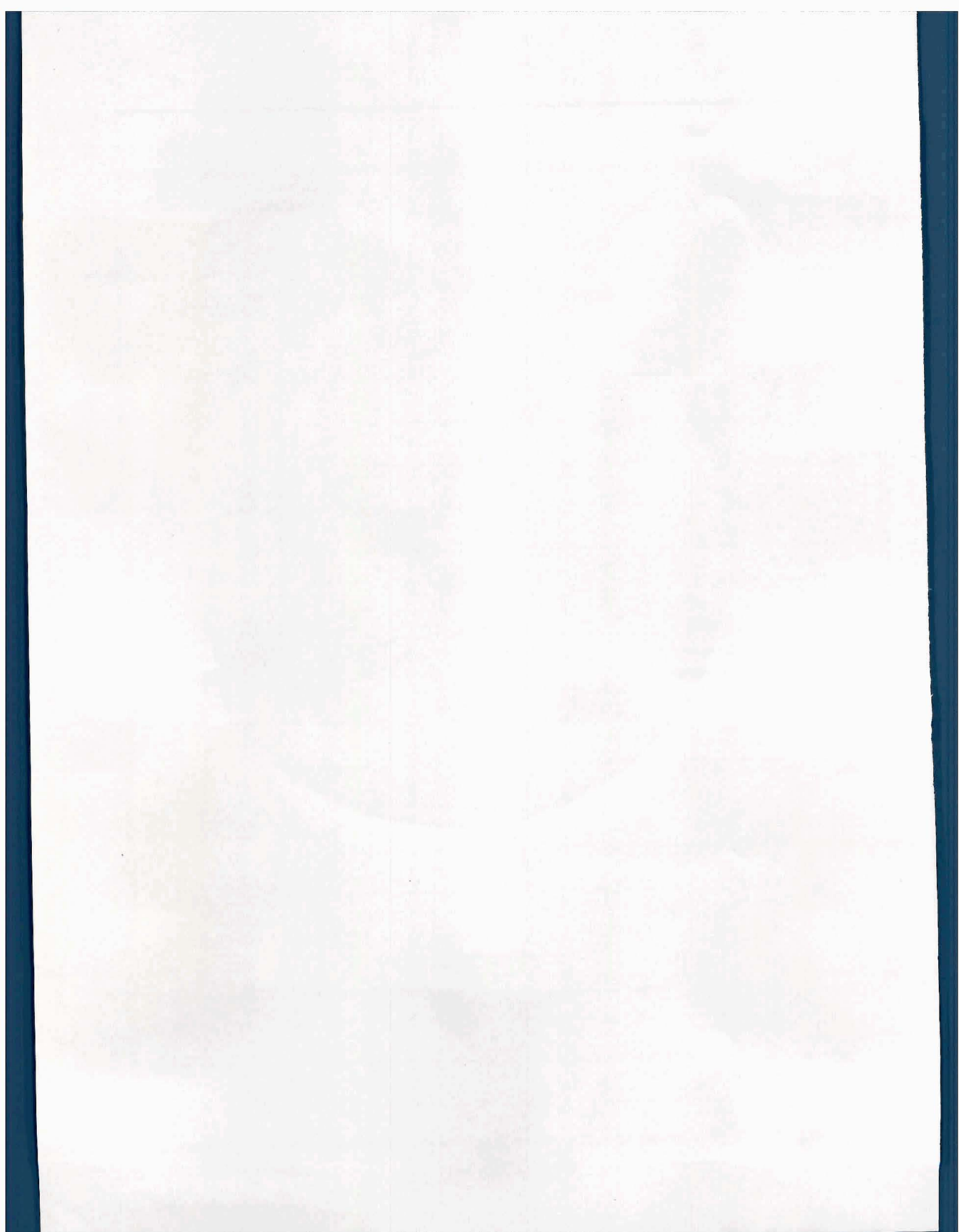
In the search for methods of controlling climate change, scientists have proposed a number of theories. One proposed model is iron fertilization. Iron encourages the growth of plankton, small organisms near the ocean surface that absorb carbon dioxide. When plankton die, they carry carbon dioxide to the bottom of the sea, helping to prevent global warming. While this procedure appears to be useful in theory, it is in fact riddled with problems.

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## ► Writing Based on Knowledge and Experience

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### Writing Based on Knowledge and Experience Directions

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

Typically, an effective essay will continue 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 on **Continue** to go on.

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

**Question:**

Do you agree or disagree with the following statement?

**It is more important for a teacher to try to help students to gain self-confidence than to teach them specific knowledge.**

Use specific reasons and examples to support your answer.







# Appendix

## MASTER WORD LIST

# MASTER WORD LIST

## Part B

### Chapter 1

**aggressively** (*adv*)

forcefully; hostilely; in a hostile manner

**ancestor** (*n*)

a forefather; a person coming early in the family line

**captivity** (*n*)

the act of keeping animals

**conclude** (*v*)

to reach a decision about; to decide

**creature** (*n*)

a living organism, especially an animal

**genetic** (*adj*)

relating to the science of heredity, which is the study of how parents pass their characteristics on to their children

**harmony** (*n*)

social agreement

**intense** (*adj*)

extreme in degree, strength, or size

**invalid** (*adj*)

not based on the truth; worthless

**primate** (*n*)

an animal such as a monkey, ape, or human being

**react** (*v*)

to act in response to something; to respond

**resolve** (*v*)

to find a solution to a problem or argument

**resort to** (*phr v*)

to look to when in need

**shocking** (*adj*)

very surprising; outrageous

**tranquil** (*adj*)

calm; peaceful

**zoologist** (*n*)

a scientist who studies animals and animal life

### Chapter 2

**adjacent** (*adj*)

close to; next to

**ambitious** (*adj*)

having a strong desire to be successful

**challenge** (*v*)

to question; to face up to

**command** (*v*)

to give orders to; to control

**demise** (*n*)

the end of the existence of someone or something; death

**destabilize** (*v*)

to weaken the power of a government

**drought** (*n*)

a long period of no rain

**famine** (*n*)

an extreme shortage of food

**greedy** (*adj*)

wanting or taking all that one can get with no thought of what others need

**influence** (*n*)

the power to act on or affect persons or things

**irrigate** (*v*)

to water crops

**loyal** (*adj*)

faithful to one's family, duty, country, or beliefs

**revolt** (*n*)

to attempt to overthrow the authority of the state; to rebel

**suffer** (*v*)

to experience something painful

**tremendous** (*adj*)

extremely large in amount, extent, or degree; enormous

**unquestioned** (*adj*)

accepted without question

**uprising** (*n*)

a rebellion against a government; a revolt

**widespread** (*adj*)

spread out over a large area; pervasive

## Chapter 3

**convincing** (*adj*)

causing one to believe that something is true; persuasive

**conduct** (*v*)

to organize and do a task

**decrease** (*v*)

to become smaller in size, number, or amount

**determine** (*v*)

to decide something

**dramatically** (*adv*)

to a great degree or large amount

**draw in** (*phr v*)

to breathe in deeply; to take in

**efficiently** (*adv*)

proficiently; effectively

**focused** (*adj*)

concentrating on something

**frequency** (*n*)

the number of times something happens during a specific amount of time

**generate** (*v*)

to produce; to make

**inactivity** (*n*)

the state of being idle; not doing an activity

**increase** (*v*)

to become larger in size, number, or amount

**mystery** (*n*)

something that is not known or explained or that is kept secret

**propose** (*v*)

to make a suggestion

**proven** (*adj*)

known to be true

**regulate** (*v*)

to control an activity, usually with a set of rules

**result** (*n*)

something that comes about as an effect or end

**theory** (*n*)

a set of ideas created to explain why something happens

## Chapter 4

**consequence** (*n*)

something that happens as a result of an event

**contribute** (*v*)

to work together with others to achieve a common goal

**deserve** (*v*)

to be worthy of; to earn

**developed nation** (*n*)

a nation with a high level of economic development

**elsewhere** (*adv*)

in other places; in another place

**estimate** (*v*)

to make a general but careful guess about the size, value, or cost of something

**follow suit** (*phr v*)

to do as someone else has done; to imitate

**funding** (*n*)

money given to pay for something specific

**indirect** (*adj*)

not straight; by a longer way

**insist** (*v*)

to demand or say in a strong, firm manner

**run into** (*phr v*)

to cost a lot of money

**skyrocket** (*v*)

suddenly to increase by a very large amount

**suitably** (*adj*)

appropriately; correctly

**topnotch** (*adj*)

of the highest quality; excellent

**tuition** (*n*)

money paid for education, especially at a college or university

**unattainable** (*adj*)

not able to be reached; not available

**unintended** (*adj*)

not meant to be done; unplanned

## Chapter 5

**accommodate** (*v*)

to hold comfortably without crowding

**ancient** (*adj*)

very old; lasting a long time

**archaeologist** (*n*)

a scientist who studies past cultures and people

**artifact** (*n*)

an object made by human beings, especially a tool or weapon of archaeological interest

**constellation** (*n*)

a group of stars that appears to form an image in the sky

**fascinating** (*adj*)

pleasing to the eye or mind

**highway** (*n*)

a main road that usually connects different cities

**honor** (*v*)

to show respect toward

**means** (*n*)

how a result is obtained or an end is achieved

**mound** (*n*)

a pile of earth, gravel, sand, or rocks

**put forth** (*phr v*)

to suggest something

**seldom** (*adv*)

not often; infrequently; rarely

**significance** (*n*)

having importance or a special meaning

**solely** (*adv*)

only; entirely

**stretch** (*v*)

to reach; to extend

**transportation** (*n*)

the act of moving people or things around

**unnecessarily** (*adv*)

possible to do without; not needed

**vehicle** (*n*)

a machine on wheels that is used for transportation

## Chapter 6

**accomplish** (*v*)

to succeed in doing; to complete

**approximately** (*adv*)

almost exactly or correctly

**atmosphere** (*n*)

the gases around a planet or star

**block** (*v*)

to stop; to prevent the passage of

**carry out** (*phr v*)

to complete an activity; to accomplish

**cite** (*v*)

to refer to by name

**commonly** (*adv*)

under normal circumstances; for the most part

**comparatively** (*adv*)

in a relative manner

**crush** (*v*)

to grind, squeeze, or pound into bits

**existing** (*adj*)

having being or actuality; occurring in certain places or under certain conditions

**fatal** (*adj*)

causing death; lethal

**identical** (*adj*)

very same; exactly alike

**illumination** (*n*)

making light

**impossible** (*adj*)

not able to happen or be done

**overcast** (*adj*)

covered with clouds or mist

**overcome** (*v*)

to defeat; to rise above

**pose** (*v*)

to put forward; to present

**radiation** (*n*)

energy that travels in waves

**threat** (*n*)

something that can cause danger or harm

**unfeasible** (*adj*)

not capable of being carried out or put into practice

## Chapter 7

**assume** (*v*)

to take for granted; to suppose

**attractive** (*adj*)

having the power to please or draw interest

**boost** (*v*)

to make higher or greater; to increase

**contract** (*n*)

an agreement, particularly one that is written

**cycle** (*n*)

a set of events that keep coming back in the same order

**efficiency** (*n*)

the amount of work needed to produce something

**factor** (*n*)

a cause that brings about a result

**flat** (*adj*)

unchanging; fixed

**fluctuate** (*v*)

to rise and fall; to change continually

**forgo** (*v*)

to do without; to let go of something

**guarantee** (*v*)

to make certain

**incentive** (*n*)

something that causes a person to act in some way

**productivity** (*n*)

the amount of work a person does

**reward** (*v*)

to give something in return, especially for good work or a good deed

**skeptical** (*adj*)

having or showing doubt; disbelieving

**stability** (*n*)

the state of being unchanging

**staff** (*n*)

workers; employees

**steady** (*adj*)

without change; continuing

**suited** (*adj*)

meant or adapted for an occasion or use; appropriate

**virtually** (*adv*)

almost but not quite; nearly; practically

## Chapter 8

**anonymous** (*adj*)

without a known name

**application** (*n*)

a way of being used

**deal with** (*phr v*)

to do business with someone

**despise** (*v*)

to dislike strongly; to scorn

**hinder** (*v*)

to be or get in the way of; to obstruct

**impersonal** (*adj*)

feeling or showing no strong emotional involvement

**in conjunction with** (*prep*)

together with

**insignificant** (*adj*)

not important; of no consequence

**interactive** (*adj*)

acting or capable of acting on each other or together

**moderate** (*adj*)

being within reasonable limits; not extreme

**navigate** (*v*)

to move through the menu arrangement in a software program

**pollster** (*n*)

a person who gathers information for a survey

**previous** (*adj*)

happening before in time or order

**recognize** (*v*)

to remember the identity of a person or thing

**representative** (*n*)

an individual who speaks or acts in place of others

**screen** (*v*)

to separate a group into smaller parts

**segment** (*v*)

to make several different parts in order

**series** (*n*)

a number of things placed or occurring one after the other

**survey** (*n*)

a gathering of a sample of data or opinions considered to be representative of a whole



# TOEFL<sup>®</sup> MAP

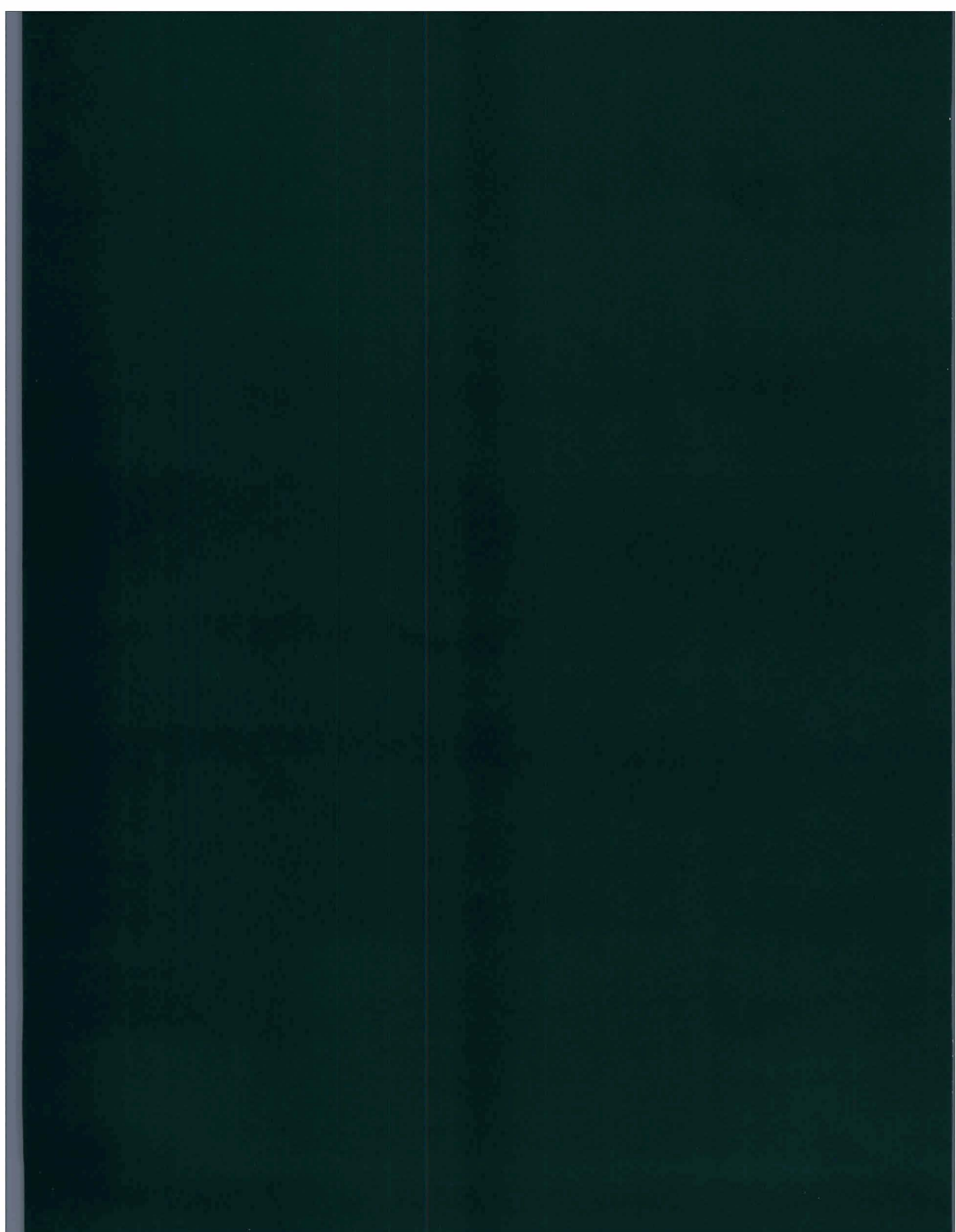
## Writing

Jonathan S. McClelland  
Shane Spivey

SCRIPTS AND  
ANSWER KEY

**Intermediate**

 DARAkwon



## **FULL ANSWER KEY WITH SAMPLE RESPONSES AND EXPLANATIONS FOR EVERY TASK**

A sample response has been provided for each writing task in this book. These sample writings should help learners understand how to paraphrase, summarize, and write notes for the reading passages and lectures presented in each chapter. In addition, the answers provided for the critical thinking exercises will allow students to understand how the strong sample responses are organized and how the weak sample responses can be improved. Using these explanations, learners can make their own writing clearer and more accurate, skills that are needed for success on the writing section of the TOEFL®.



# SCRIPTS AND ANSWER KEY

## Part A

### Introduction 1 Writing Section

Page 15

#### Information Organization Exercise

Answers may vary.

- 1 • **Thesis statement:** *Children should only play sports for fun.*
  - **First Supporting Argument:** *Playing competitive sports can stress children out.*  
**Detailed Supporting Example:** *Children are more sensitive than adults.*
  - **Second Supporting Argument:** *Playing to win can make children too aggressive.*  
**Detailed Supporting Example:** *Children who play competitive sports are usually more violent.*
  - **Third Supporting Argument:** *Children just want to have fun with their friends.*  
**Detailed Supporting Example:** *Most children do not care about winning or losing.*
- 2 • **Thesis Statement:** *Learning another language has many benefits.*
  - **First Supporting Argument:** *Understanding a foreign language makes it easier to communicate with more people.*  
**Detailed Supporting Example:** *By learning Spanish, you can communicate with 300 million people.*
  - **Second Supporting Argument:** *Studying a foreign language also makes you smarter.*  
**Detailed Supporting Example:** *It helps develop parts of the brain related to speech.*
  - **Third Supporting Argument:** *Speaking a second language can help you get a job.*  
**Detailed Supporting Example:** *Knowing a second language shows employers that you are hard working.*

### Introduction 2 Integrated Writing Task

Page 21

#### Paraphrasing and Summarizing

##### ► Sample Paraphrasing and Summarizing Exercise

Answers may vary.

##### Paraphrasing

- 1 Both humans and the ecosystem can be negatively affected by GM crops.
- 2 GM crops can give their traits to other plants by fertilizing them with their pollen.
- 3 Only wealthy farmers can purchase GM crops even though they were made to help poor farmers.
- 4 Several countries do not allow the growth and sale of genetically modified foods for safety reasons.

##### Summarizing

In the lecture, the professor questions the value of GMOs as a means to solve world hunger. His first argument explains how GM crops can damage the environment by spreading their traits to other plant species. His next point is about the high costs of GMO farming technology. Even though these crops were developed to help poor farmers, they are too expensive for these people to purchase. This negates the benefits of increased crop production of GMOs. The instructor concludes his lecture by criticizing the safety of GM crops. He explains that because they cause health problems, these crops have been banned in several countries.

Page 22

#### Tandem Note-Taking

Answers may vary.

Reading	Listening
<b>Main Idea</b> <i>GMOs are the best solution for ending world hunger.</i>	<b>Main Idea</b> <i>GM crops pose a risk to both people and the environment.</i>
<b>First Supporting Argument</b> <i>GM foods are resistant to insect pests.</i>	<b>First Supporting Argument</b> <i>GMOs can cause damage to environment.</i>

<b>Supporting Detail</b> <i>insecticides not needed; protects environment</i>	<b>Supporting Detail</b> <i>GM crops spread traits; "superweeds"</i>
<b>Second Supporting Argument</b> <i>These crops produce more crops.</i>	<b>Second Supporting Argument</b> <i>GMO crops and technology are too expensive.</i>
<b>Supporting Detail</b> <i>200 bushels of corn, not 120; can save poor farmers</i>	<b>Supporting Detail</b> <i>poor farmers cannot afford</i>
<b>Third Supporting Argument</b> <i>GMOs can help end world hunger.</i>	<b>Third Supporting Argument</b> <i>Scientists are still not sure of the safety of GMOs.</i>
<b>Supporting Detail</b> <i>contains more vitamins; golden rice</i>	<b>Supporting Detail</b> <i>introduce allergens; banned in many nations</i>

Page 25

## Strong Response

[ d ] The author of the reading passage argues in favor of using genetically modified foods to help solve world hunger. [ c ] The lecturer, on the other hand, does not agree with this viewpoint.

[ b ] The reading passage first explains that GMOs are not vulnerable to insect pests and therefore do not require insecticides. [ a ] Meanwhile, the professor contends that genetically modified crops can harm the environment by spreading their traits to other plants. [ e ] He illustrates this point by explaining that this process has resulted in "superweeds" that cannot be killed by herbicides, which has forced farmers to go back to traditional crops.

[ b ] Next, the reading passage states that GM crops produce more food per acre than regular crops. [ a ] This argument is countered by the instructor. [ e ] He posits that because GMO crops and technology are so expensive, farmers from developing nations cannot afford them. This, the professor believes, offsets the benefits of increased crop production from GMOs.

[ b ] The last point made by the reading passage is that GM foods are healthier than traditional foods. [ e ] The example given is golden rice, which contains high amounts of vitamin A. [ a ] The lecturer, on the other hand, questions the safety of GMOs. He believes that they introduce new allergens into foods and add to the spread of antibiotic resistance. This is why many nations have banned the growth and sale of genetically modified foods.

Page 26

## Weak Response

### ► Analysis Exercise

1 (B)

Answer (B) is the best choice because it more accurately summarizes the information from the reading

passage. Answer (A) misrepresents the information from the passage while Answer (C) is too general.

2 (A)

Answer (A) is the best choice because this sentence explains why GMOs are unhealthy, which was mentioned in the previous sentence.

## Introduction 3 Independent Writing Section

Page 29

## Generating Ideas

Answers may vary.

### Agree:

- 2 People today need more skills than in the past. These include computer skills.
- 3 It has become more limiting over time. Now only rich people are considered successful.

**Reason 1:** There was less competition.

**Reason 2:** Workers did not need to master as many skills in the past.

**Reason 3:** People's ideas of success have changed over time.

### Disagree:

- 2 Most people had limited opportunities for success. Few people could afford a good education.
- 3 At that time, the most successful people were the wealthy and the naturally talented.

**Reason 1:** More people in the past were harder working.

**Reason 2:** There were fewer opportunities to be successful.

**Reason 3:** Only naturally talented middle-class people could be successful.

Page 30

## Outlining Exercise

### ► Planning

Answers may vary.

Agree	Disagree
<b>Thesis Statement</b> <i>I wholeheartedly agree that it was easier to be successful in the past.</i>	<b>Thesis Statement</b> <i>I believe that it is easier to be successful today than it was in times before.</i>
<b>First Supporting Idea</b> <i>There was less competition.</i>	<b>First Supporting Idea</b> <i>More people in the past were harder working.</i>
<b>Supporting Example</b> <i>fewer educated people</i>	<b>Supporting Example</b> <i>everybody worked long hours; difficult jobs</i>

<p><b>Second Supporting Idea</b> <i>Workers did not need to master as many skills in the past.</i></p> <p><b>Supporting Example</b> <i>only understand trade; today need many skills</i></p> <p><b>Third Supporting Idea</b> <i>People's ideas of success have changed over time.</i></p> <p><b>Supporting Example</b> <i>in past, owning home was successful; today must be rich</i></p> <p><b>Conclusion</b> <i>For the reasons given above, I agree that it was easier to be successful in the past.</i></p>	<p><b>Second Supporting Idea</b> <i>There were fewer opportunities to be successful.</i></p> <p><b>Supporting Example</b> <i>only rich were educated</i></p> <p><b>Third Supporting Idea</b> <i>Only naturally talented middle-class people could be successful.</i></p> <p><b>Supporting Example</b> <i>Beethoven; had natural talent</i></p> <p><b>Conclusion</b> <i>Ultimately, I contend that it is easier for most people to be successful today.</i></p>
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Page 33

## Strong Response

[d] I disagree that it was easier to be successful in the past than it is today for three reasons. [b] First, in previous times working hard was necessary just to get by. Second, there were fewer opportunities for average people to excel. And finally, the people who were successful in the past were highly gifted and diligent.

[f] To begin with, most people in the past needed to work hard in order to survive. [c] They worked long hours at difficult jobs. [e] To be more specific, it was common to work sixty hours or more per week at physically difficult jobs. Therefore people had little time or energy to do more than what was required of them. Today many people work in office jobs for only forty hours per week. Because they have more free time and energy, they are able to do extra work to get ahead. In this way, it is easier for employees today to stand out.

[f] Another factor that made it difficult to be successful in the past was that there were fewer opportunities for people to get ahead. [c] For centuries, the vast majority of people learned a trade from a young age or worked on their families' farms. They could not easily do something different or unique. [e] This is illustrated by the fact that most successful people in the past were born into royal or rich families. These privileged members of society received the best educations and had many opportunities to succeed. In contrast, unlike today, the majority of average people did not have these opportunities given to them.

[f] On top of this, middle-class people who were successful in the past were very gifted. [c] Back then, only people with natural talent could stand out from the common people. [e] For example, consider the case of Ludwig van Beethoven. His musical ability was evident from an early age, and he was able to develop his skill on

his own. If he had not been born with his talent, he might have never become successful. Today, however, average people can compensate for their lack of natural ability by going to college and gaining certification.

[a] Ultimately, I contend that it is easier for more people to be successful today. [g] Thanks to increased wealth and educational opportunities, average people can now excel beyond the norm and reach success.

Page 34

## Weak Response

### ► Analysis Exercise

(C)

Answer (C) is the best choice because it most clearly supports the main idea of the response. Answer (A) does not related directly to the topic while Answer (B) contradicts the main thesis of the response.

## Part B

### Chapter 1 Integrated Writing

## Zoology: Bonobos and Chimpanzees

Page 39

## Reading

### ► Paraphrasing

Answers may vary.

- 1 Scientists have found that bonobos and chimpanzees behave differently when they are being kept in zoos.
- 2 Unlike chimpanzees, which are violent animals, bonobos are peaceful animals.
- 3 Bonobos are not aggressive with one another even when they have arguments.
- 4 Chimpanzees rely on violent behavior in order to solve their disagreements.

### ► Summarizing

Answers may vary.

The reading passage mainly dealt with the differences in behavior between bonobos and chimpanzees. The passage gave two supporting ideas to support this claim. First, the passage explained that chimpanzees act much more aggressively when they are being kept in zoos. The example given that illustrates this idea is the fact that bonobos cooperate with researchers while chimpanzees do not. Second, the passage talked about how bonobos are more peaceful animals than chimpanzees. The passage shows this by explaining that chimpanzees rely on violence whereas bonobos do not.

## Listening

© 2-01

**Professor:** I would like to finish my lecture today by talking about our primate cousins, the chimpanzee and the bonobo. According to many studies, these animals have very different personalities from one another. But it turns out that there are other explanations for the actions of the so-called aggressive chimp and the peaceful bonobo.

For one thing, animals behave differently depending on the situation. What I mean is that just because an animal reacts a certain way in one situation does not mean that it will react the same way in another situation. So how does this relate to the findings about bonobos and chimps? Well, think about it. Studies of bonobos have shown them to be less aggressive than chimps. But this is only when they are both in captivity. Therefore, the way the animals act in zoos does not illustrate how they act when they are in their natural surroundings. In other words, these experiments are invalid because they don't compare how bonobos and chimps act in the wild.

Here's another thing to consider. Bonobos may not live such harmonious lives after all. You see, for a long time, zoologists thought that bonobos lived in peace and avoided direct conflict. But researchers recently made a shocking discovery. They found that smaller bonobos actually attack larger ones. The reason that researchers had not discovered this sooner is that the smaller bonobos only attack when there are no other creatures around. This discovery suggests that bonobos are not the tranquil animals they were once thought to be.

## Page 41

## ► Paraphrasing

Answers may vary.

- 1 Research done on bonobos in captivity has shown them to be more peaceful than chimpanzees.
- 2 Because they do not compare the way bonobos and chimpanzees act in different environments, these studies are not valid.
- 3 Zoologists long believed that bonobos were peaceful creatures that did not fight with one another.
- 4 Scientists only recently learned about this because the small bonobos only attack when they are alone with a larger bonobo.

## ► Summarizing

Answers may vary.

The professor's lecture explains that bonobos may not be as peaceful as commonly believed. She gives two supporting ideas to support her thesis. First, she mentions that animals behave differently according to their situations. She explains that because studies of bonobos and chimpanzees have only observed their behavior in captivity, they are not valid. Second, she talks about how bonobos interact with each other by saying that they are not as peaceful as previously thought. To explain this idea, the professor talks about new research which has found that smaller bonobos attack larger bonobos when they are alone together.

## Page 42

## Tandem Note-Taking

Answers may vary.

Reading	Listening
<b>Main Idea</b> <i>Bonobos are usually peaceful, but chimpanzees are more violent.</i>	<b>Main Idea</b> <i>There might be other explanations for why bonobos seem to be peaceful and chimpanzees aggressive.</i>
<b>First Supporting Argument</b> <i>When they are in captivity, bonobos are calm and relaxed, but chimpanzees act much more aggressively.</i>	<b>First Supporting Argument</b> <i>Animals behave differently depending on the situation.</i>
<b>Supporting Detail</b> <i>bonobos playful and cooperative; chimpanzees uncooperative; break equipment</i>	<b>Supporting Detail</b> <i>studies only compare behavior in captivity; need to study them in natural surroundings</i>
<b>Second Supporting Argument</b> <i>Bonobos live in peace and harmony while chimpanzees resort to physical violence.</i>	<b>Second Supporting Argument</b> <i>Bonobos may not live in harmony with each other.</i>
<b>Supporting Detail</b> <i>bonobos don't fight with each other; larger chimpanzees attack smaller ones</i>	<b>Supporting Detail</b> <i>smaller bonobos attack larger ones</i>

## Page 44

## Strong Response

## ► Critical Analysis

- 1 The reading passage suggests that bonobos are much more peaceful than chimpanzees, but the professor's lecture casts doubt on this claim. / The instructor begins her lecture by explaining that animals change the way they act to adapt to their situations. / Next, the lecturer talks about how bonobos may not live in total

harmony with one another.

- 2 She talks about how this relates to the studies about bonobos and chimpanzees. / Because these studies only focused on animals in captivity, they are invalid since they do not explain how bonobos and chimpanzees act in the wild. / She says that zoologists had believed that bonobos were peaceful animals. / However, they have recently discovered that smaller bonobos actually attack larger bonobos. / Scientists did not learn about this sooner because the smaller bonobos only attack where there is no one around.
- 3 invalid
- 4 It means to live with social agreement. The sentence that explains this idea is: However, they have recently discovered that smaller bonobos actually attack larger bonobos.
- 5 (Answers may vary.)  
The instructor begins her lecture by explaining... / Next, the lecturer talks about... / However...

#### Page 45

### Weak Response

#### ► Critical Analysis

- 1 (B)  
Answer (B) is the best choice because it best explains the ideas of the reading passage and lecture.
- 2 (B)  
Answer (B) is the best choice because the previous sentence describes bonobo behavior while the sentence after it notes that the animals are different in this way.
- 3 (Answers may vary.)  
The lecture that followed the reading passage brought up many counterarguments. / First, the passage said that bonobos are much calmer than chimpanzees. / She said that because these studies have only examined animals in captivity, they are invalid. / Next, the reading passage argued that bonobos are much more peaceful than chimpanzees.

#### Chapter 1

### Independent Writing

## Teachers Should Update Their Knowledge Regularly

#### Page 46

### Generating Ideas

Answers may vary.

#### Agree:

- 2 *Students benefit by having teachers who know how to teach effectively. Schools benefit by having teachers who can help students do their best work.*

- 3 *Some other jobs include doctor, lawyer, computer programmer, and scientist.*

**Reason 1:** Teachers need to be aware of the latest teaching methods.

**Reason 2:** People with more training are able to do their jobs better.

#### Disagree:

- 2 *Teachers need to get degrees in education and certification from their state.*
- 3 *The new methods teachers learn may not be tested or effective in practice.*

**Reason 1:** Teachers are already certified experts.

**Reason 2:** Teachers receive feedback on a daily basis.

#### Page 47

### Planning

Answers may vary.

Agree	Disagree
<b>Thesis Statement</b> <i>I believe that teachers should be required to update their knowledge every five years.</i>	<b>Thesis Statement</b> <i>I believe that teachers are capable of improving their abilities on their own.</i>
<b>First Supporting Idea</b> <i>Teachers need to be aware of the latest teaching methods.</i>	<b>First Supporting Idea</b> <i>Teachers are already certified experts.</i>
<b>Supporting Example</b> <i>more effective ways to teach concepts; using computers in the classroom</i>	<b>Supporting Example</b> <i>have education degrees; get certification</i>
<b>Second Supporting Idea</b> <i>People with more training are able to do their jobs better.</i>	<b>Second Supporting Idea</b> <i>Teachers receive feedback on a daily basis.</i>
<b>Supporting Example</b> <i>students with higher test scores</i>	<b>Supporting Example</b> <i>feedback from students, parents, and teachers; helps teachers improve</i>
<b>Conclusion</b> <i>Teachers must be required to update their knowledge.</i>	<b>Conclusion</b> <i>It is clear that teachers should not be required to update their knowledge.</i>

#### Page 49

### Strong Response

#### ► Critical Analysis

- 1 I disagree that teachers need to update their knowledge every five years for two reasons. / First of all, teachers are already certified experts. / In addition, teachers receive feedback on a daily basis. / It is clear that teachers should not be required to update their knowledge because they already do so by themselves.
- 2 In university education programs, potential teachers are taught how to create lesson plans, how to

motivate students, and how to teach effectively. / Once they graduate, these students have to pass state certification tests in order to obtain their teaching licenses. / Passing these exams requires students to have a deep understanding of the subject they want to teach as well as various teaching methods to use in the classroom. / For instance, my older sister is a teacher. / During her first year of teaching, many of her students were not doing well in her classes. / My sister was not sure about what to do, so she got some advice from the older, more experienced teachers at her school. / As a result, her students' performances increased dramatically. / Today, she is one of her school's top teachers.

- 3 (Answers may vary.)  
how a college student becomes a teacher / the situation of older sister who is teacher

Page 50

## Weak Response

### ► Critical Analysis

- 1 (C)  
Answer (C) is the best choice because it explains the main idea of the essay clearly. Answer (A) is not clear enough to be used while Answer (B) goes against the main idea of the essay.
- 2 (Answers may vary.)  
First, an instructor's teaching methods can become outdated over time.
- 3 [Give an example of a teacher from school who used old techniques and how this teacher's lessons were less effective as a result.]
- 4 (Answers may vary.)  
They think that teachers are not as good as they should be. / Most teachers graduated from university a long time ago, so their knowledge is outdated. / Some teachers believe that they do not need to update their knowledge because they already know about teaching.

## Chapter 2 Integrated Writing

### History: The Collapse of Egypt's Old Kingdom

Page 53

## Reading

### ► Paraphrasing

Answers may vary.

- The power of the pharaohs and royal families was unchallenged during most of the Old Kingdom.
- Local governors began to question the power of the central government.
- Evidence shows that a drought lasting half a century occurred in Egypt at this time.

8

- 4 A lack of food resulted in deaths and rebellions by citizens around the nation.

### ► Summarizing

Answers may vary.

The reading passage focuses on the events that caused the downfall of Egypt's Old Kingdom. The passage includes two supporting arguments to explain this. First, the passage states that the central government's loss of power contributed to the collapse. This is supported by the example of the regional governors who challenged the rule of the pharaoh. Second, the passage explains that a major drought also brought down the Old Kingdom. This is illustrated by the fact that many peasant revolts occurred as a result of food shortages caused by the lack of rainfall.

Page 54

## Listening

2-03

**Professor:** Let's start our discussion today by talking about the events that occurred during the last part of the Old Kingdom. Some believe that the Old Kingdom collapsed due to widespread conflict and destabilization. However, I'm not so sure that this was really the case. Let me give you a couple of examples to show you why I feel this way.

Near the end of the Old Kingdom, the central government had lost some of its power. But this does not mean that it had no influence beyond the capital. The pharaohs recognized the importance of maintaining connections between regional leaders and the royal family. So the central government would present special rewards to governors who remained loyal. Moreover, the pharaohs commanded strong central armies. As a result, any uprisings were quickly put down. Thus, there were no advantages for governors to stage revolts against the pharaohs.

And then there's the common belief that a famine occurred during the final years of the Old Kingdom. This idea is based on a historical document that contains records of a tremendous decrease in rainfall throughout Egypt during that time. It turns out, though, that this document was not made in Egypt at all. It was actually from a region to the east. Although this region was adjacent to Egypt, the weather in the two places was completely different. Therefore, we cannot conclude that the Old Kingdom experienced famine and drought based solely on this document.

Page 55

### ► Paraphrasing

Answers may vary.

- The pharaohs understood that it was important to maintain a relationship between local leaders and the royal family.

- 2 Therefore, local leaders would not gain anything by challenging the central government.
- 3 Many people also think that a drought happened during the late Old Kingdom.
- 4 The climate in this area was totally dissimilar even though the two places were located next to each other.

#### ► Summarizing

Answers may vary.

The lecturer calls into question the arguments made in the reading passage. He offers two pieces of evidence to support his viewpoint. First, he explained that regional governors had little reason to challenge the pharaoh's rule. He believes this because the pharaoh would reward loyal governors and was in command of a powerful army. Second, the instructor stated that there may not have actually been a drought during the Old Kingdom. He claims that the historical document describing the drought is from another region, which means that it is impossible to conclude that there was a drought in Egypt.

Page 56

### Tandem Note-Taking

Answers may vary.

Reading	Listening
<b>Main Idea</b> <i>A series of terrible events led to the collapse of the Old Kingdom in Egypt.</i>	<b>Main Idea</b> <i>The Old Kingdom may not have collapsed for these reasons.</i>
<b>First Supporting Argument</b> <i>The central government became weaker.</i>	<b>First Supporting Argument</b> <i>The central government was still powerful and influential.</i>
<b>Supporting Detail</b> <i>regional governors greedy; challenged the pharaoh; civil wars</i>	<b>Supporting Detail</b> <i>rewarded loyal governors; used army to stop uprisings</i>
<b>Second Supporting Argument</b> <i>Egypt suffered a severe drought for many years.</i>	<b>Second Supporting Argument</b> <i>There may not have been a drought in Egypt.</i>
<b>Supporting Detail</b> <i>could not water crops; were many deaths; were peasant revolts</i>	<b>Supporting Detail</b> <i>document not from Egypt; cannot know if drought occurred</i>

Page 58

### Strong Response

#### ► Critical Analysis

- 1 The reading passage's author is convinced that a series of terrible events resulted in the collapse of Egypt's Old Kingdom, yet the lecturer disagrees that this was the main reason for its downfall. / The first reason

that the reading passage gives for the downfall of the Old Kingdom is the weakening of Egypt's central government. / The reading passage's author also believes that a severe drought contributed to the fall of the Old Kingdom.

- 2 Meanwhile, the professor explains that the pharaohs were still influential even though they had lost some of their power. / He concludes that these leaders would not have gained anything by challenging the rule of the pharaohs. / He explains that the historical document about the drought was not written in Egypt. / However, the lecturer explains that the historical document about the drought was not written in Egypt but was instead from a region east of Egypt that had completely different weather. / This means that there is no evidence to support the claim that the Old Kingdom collapsed because of a severe drought.
- 3 challenging
- 4 It means a long period of no rain. The sentence that explains this is: The reason is that the lack of rainfall led to widespread food shortages and peasant revolts.
- 5 (Answers may vary.)  
The first reason the reading passage gives is... / Meanwhile... / The reading passage's author also believes... / However...

Page 59

### Weak Response

#### ► Critical Analysis

- 1 (B)  
Answer (B) is the best choice because it correctly explains the information from the reading. Answers (A) and (C) are incorrect because they misrepresent information from the passage.
- 2 (A)  
Answer (A) is the best choice because the sentence serves as a transition between the information from the lecture and the reading passage.
- 3 (Answers may vary.)  
The reading passage mainly deals with the collapse of the Old Kingdom in Egypt. / The reading passage begins by explaining that the weakening of the central government contributed to the collapse. / The professor said that the pharaoh would reward governors for being loyal and that the pharaoh controlled a strong army. / It explained that farmers relied on floodwaters from the Nile to irrigate their crops, but the drought prevented the flooding from occurring.

## Sometimes It Is Better Not to Say Anything

Page 60

## Generating Ideas

Answers may vary.

## Agree:

- When people do not know about their problems, they are likely to be happier than if they are told about their shortcomings.
- You should never say something critical when you are talking to a very sensitive person, when you are dealing with an impatient supervisor, or when you are not trying to be helpful.

**Reason 1:** Saying things that are not nice can unnecessarily hurt a person's feelings.

**Reason 2:** There are times when being critical can make a situation worse for many people.

## Disagree:

- If people do not know about their problems, then they can never improve themselves. This is a concern especially if a person has serious problems.
- You should say something critical when you know a person well, are talking with that person privately, and are as nice and constructive as possible with your criticism.

**Reason 1:** Being critical can help a person correct his or her shortcomings.

**Reason 2:** Saying something that is not nice can help make bad situations better.

Page 61

## Planning

Answers may vary.

Agree	Disagree
<b>Thesis Statement</b> <i>I feel that if you cannot say anything nice, then it is better not to say anything at all.</i>	<b>Thesis Statement</b> <i>I believe that saying something that is a bit mean or critical is sometimes beneficial.</i>
<b>First Supporting Idea</b> <i>Saying things that are not nice can unnecessarily hurt a person's feelings.</i>	<b>First Supporting Idea</b> <i>Being critical can help a person correct his or her shortcomings.</i>
<b>Supporting Example</b> <i>overweight friend; became very sad and angry</i>	<b>Supporting Example</b> <i>friend says rude things; does not realize this</i>
<b>Second Supporting Idea</b> <i>There are times when being critical can make a situation worse for many people.</i>	<b>Second Supporting Idea</b> <i>Saying something that is not nice can help make bad situations better.</i>

**Supporting Example**  
*telling a manager about his bad breath; punish everybody*

**Conclusion**  
*I contend that most of the time, it is better not to say anything at all if you cannot say something nice.*

**Supporting Example**  
*friend too sensitive; help make him thick-skinned*

**Conclusion**  
*Although some might disagree, I firmly believe that there are times when it is better to say something that is not nice.*

Page 63

## Strong Response

## ► Critical Analysis

- As for me, I still believe that if you can't say anything nice, it is better not to say anything at all. / To begin with, people often say mean things that are not constructive and only hurt the feelings of others. / There are also times when saying something critical can worsen a situation for everyone involved. / In conclusion, I contend that there are certain situations where it is better not to tell the truth.
- When I was in high school, I had a friend who was severely overweight. / Although her weight problem was obvious, my friend was in denial about it. / One day, she asked me if I thought she was getting too heavy. / I told her that she was too fat and that she should lose about twenty kilograms. / She immediately began crying and ran away from me. / After that, she never spoke to me again. / This was the case at one of my part-time summer jobs. / The manager at my store had a serious case of bad breath, but nobody was brave enough to tell him. / Eventually, one of my co-workers told the manager about his problem. / Even though my co-worker was trying to be helpful, the manager became furious. / He made everybody do extra work for the rest of the month and was very mean to all of us. / If none of us had said anything, this situation would not have happened.
- (Answers may vary.)  
telling an overweight friend about her weight problem /  
telling a manager about his bad breath

Page 64

## Weak Response

## ► Critical Analysis

- (A)  
Answer (A) is the best choice because the first body paragraph is mainly about how help others improve themselves.
- (Answers may vary.)  
Another reason I believe this is that saying something that is not nice can improve a situation.
- [Explain how telling a friend about her rude behavior**

helped her improve her attitude.]

4 (Answers may vary.)

However, I feel that hiding your true feelings from somebody creates more problems than just being honest with that person. / One reason that I believe honest comments are sometimes necessary is that they can help others improve themselves. / We are best able to make corrections to our appearance or behavior when people tell us about our shortcomings. / Another reason I believe this is that saying something that is not nice can help a person become stronger. / Some people will tell you that if you cannot say anything nice, it is better to say nothing at all.

### Chapter 3

## Integrated Writing

### Biology: Yawning Lowers Blood Temperature

Page 67

#### Reading

##### ► Paraphrasing

Answers may vary.

- 1 Our brain's oxygen levels can decrease a lot when we are not doing anything.
- 2 By yawning, people are able to stay focused by bringing in oxygen and getting rid of carbon dioxide in the brain.
- 3 According to the study, test scores of students who yawned were five percent higher than those who did not yawn.
- 4 When people yawn, they move the lower-temperature blood from other parts of their bodies to their brains.

##### ► Summarizing

Answers may vary.

The main topic of the reading passage is the purpose of yawning. The author presents two supporting theories. The first is that yawning helps increase the brain's oxygen levels. According to the example, yawning helps students perform better on tests. The next argument is that yawning cools the brain. The passage states that people bring cooler blood into their brains when they yawn. In turn, this helps them concentrate more easily.

Page 68

#### Listening



**Professor:** You may be thinking that the mystery behind yawning has been solved. It's true that there are some convincing theories as to what causes yawning, including one argument that claims that yawning

improves brain performance. But let me assure you that none of these claims stands up to further examination.

First, there is the argument that yawning occurs as a result of low oxygen levels in the brain. However, new studies have suggested otherwise. Scientists have conducted experiments to determine whether changes in oxygen levels cause people to yawn. They tested this in a couple of different ways. In one test, the scientists put some subjects in a room with increased oxygen levels. In another test, they decreased the carbon dioxide levels. What they found was that the frequency of yawning by the participants did not change at all. So what did this mean? It suggested that oxygen levels in the brain have nothing to do with yawning.

There is also the belief that yawning cools the brain. If this were true, then people would yawn more often on hot days. But does this really happen? Well, one group of researchers found out. They first determined the number of times most people yawn on average. The researchers then compared this data with how often people yawned on warmer days. And what was the result? They found that even in hot weather, people do not yawn more often. From these results, we can conclude that yawning does little to regulate the brain's temperature.

Page 69

##### ► Paraphrasing

Answers may vary.

- 1 Researchers have performed studies to figure out if yawning is caused by differences in oxygen levels.
- 2 They discovered that the number of times participants yawned remained the same.
- 3 The scientists began by calculating how often people usually yawn.
- 4 Based on these findings, it is safe to say that the brain's temperature is not affected by yawning.

##### ► Summarizing

Answers may vary.

In the lecture, the professor argues that the purpose of yawning is still not understood. To explain this, she gives two reasons. The instructor mentions that yawning does not seem to affect the brain's oxygen levels. Scientists found that changing the oxygen and carbon dioxide levels did not cause people to yawn more or less often. The lecturer moves on to discuss how yawning can lower blood temperature. According to a study, people do not yawn more frequently on hot days. This suggests that the brain's temperature is not affected by yawning.

## Tandem Note-Taking

Answers may vary.

Reading	Listening
<b>Main Idea</b> <i>Thanks to recent discoveries, scientists may have discovered the reasons behind yawning.</i>	<b>Main Idea</b> <i>None of the claims about the causes of yawning stand up to further examination.</i>
<b>First Supporting Argument</b> <i>One cause for a person to yawn deals with oxygen levels.</i>	<b>First Supporting Argument</b> <i>According to recent studies, oxygen levels do not relate to yawning.</i>
<b>Supporting Detail</b> <i>yawning students; higher test scores</i>	<b>Supporting Detail</b> <i>changing oxygen levels; not yawning more</i>
<b>Second Supporting Argument</b> <i>Another purpose of yawning is that it helps lower the brain's blood temperature.</i>	<b>Second Supporting Argument</b> <i>Furthermore, yawning may not lower the brain's temperature.</i>
<b>Supporting Detail</b> <i>yawn when concentrating</i>	<b>Supporting Detail</b> <i>don't yawn more on hot days</i>

## Strong Response

### ► Critical Analysis

- The reading passage argues that yawning controls brain activity, but the arguments presented by the lecturer call these findings into question. / First, the professor states that yawning does not affect the brain's oxygen levels. / The instructor then goes on to argue that yawning does not affect the brain's temperature.
- She mentions an experiment during which scientists placed subjects in a room and changed the levels of oxygen and carbon dioxide. / The researchers discovered that the number of times the subjects yawned did not change. / This implied that low oxygen levels do not cause yawning. / She talks about an experiment that measured the number of times people yawn on normal days and on hot days. / The scientists found that people do not yawn more often when the weather is warmer. / This suggests that temperature changes do not cause people to yawn.
- increase
- It means to go against something. The sentence that explains this is: This contradicts the idea that yawning helps cool the brain, which was the argument presented in the reading passage.
- (Answers may vary.)  
First... / The instructor then goes on to argue...

## Weak Response

### ► Critical Analysis

- (C)  
Answer (C) is the best choice because it correctly summarizes the information from the sentences. Answers (A) and (B) are incorrect because they misrepresent information from the sentences.
- (A)  
Answer (A) is the best choice because it contradicts the sentence coming before it that suggests that we yawn when our brains get too warm.
- (Answers may vary.)  
The reading passage provides some theories about the causes of yawning, but the professor calls these into question. / The reading begins by saying that yawning lowers oxygen levels in the brain. / In conclusion, the author of the reading believes that yawning is beneficial for the brain while the professor remains unsure.

### Chapter 3 Independent Writing

## Looks Are More Important than Ideas

## Generating Ideas

Answers may vary.

### Agree:

- Those who are more attractive are probably treated better. The reason is that people want to be liked by good-looking people.*
- Some of those jobs include being a spokesperson, singer, actor, and salesperson.*  
**Reason 1:** *Our society values attractiveness very much.*  
**Reason 2:** *People who are more attractive get treated better and make more money.*

### Disagree:

- Jobs where good ideas are more important are scientist, businessperson, inventor, teacher, and analyst.*
- Some very successful include Bill Gates and Warren Buffet. They are average looking.*  
**Reason 1:** *Good ideas are more important than good looks in the long term.*  
**Reason 2:** *Being too attractive can make other people feel jealous.*

## Planning

Answers may vary.

Agree	Disagree
<b>Thesis Statement</b> <i>I agree that good looks are more important than good ideas.</i>	<b>Thesis Statement</b> <i>Although looking good is important, I feel that having good ideas is more important.</i>
<b>First Supporting Idea</b> <i>Our society values attractiveness very much.</i>	<b>First Supporting Idea</b> <i>Good ideas are more important than good looks in the long term.</i>
<b>Supporting Example</b> <i>ads with attractive people; judge others based on looks</i>	<b>Supporting Example</b> <i>need ideas for success in business</i>
<b>Second Supporting Idea</b> <i>People who are more attractive get treated better and make more money.</i>	<b>Second Supporting Idea</b> <i>Being too attractive can make other people feel jealous.</i>
<b>Supporting Example</b> <i>earn ten percent more money</i>	<b>Supporting Example</b> <i>very pretty coworker; other females mean to her</i>
<b>Conclusion</b> <i>It is clear that being successful requires good looks.</i>	<b>Conclusion</b> <i>Looking good can be beneficial, but having good ideas is even more helpful.</i>

## Strong Response

### ► Critical Analysis

- 1 Taking this into consideration, it becomes evident that looking good is more important for success than having good ideas. / One reason that looking good is so critical for success is that our society values attractiveness so much. / Even after we have made our first impression, being attractive remains important. / In summary, it is clear that being successful requires good looks.
- 2 In magazines and on television, you see only the most attractive people and the good things they do. / At the same time, you see advertisements for fashion, weight loss programs, and plastic surgery. / These services exist because people want to look their best. / They feel this way for good reason. / According to research, people formulate opinions of others based solely on their looks. / We make inferences about people's intelligence, educational attainment, and personality based on their appearance. / To give an example, recent surveys have found that people who are tall, thin, and attractive earn nearly ten percent more than those who are average looking. / In fields where looks are important, the income gap is even greater. / On top of this, the study found that people who look below average earn fifteen percent less money than people of

average attractiveness.

- 3 (Answers may vary.)  
 advertisements for fashion, weight loss, and plastic surgery / good looking people earn more money

## Weak Response

### ► Critical Analysis

- 1 (C)  
 Answer (C) is the best choice because it most clearly supports the main idea of the essay. Answer (A) is too general, and Answer (B) goes against the thesis of the response.
- 2 (Answers may vary.)  
 Finally, some of the most successful people are not especially handsome.
- 3 [Give an example of a female coworker who was much prettier than all the other female employees. Explain how the other female employees treated her badly.]
- 4 (Answers may vary.)  
 Some people may agree with this statement, but I feel that good ideas are more important for success than good looks. / These jobs do not require good-looking employees but, rather, ones with good ideas. / Another reason I feel this way is that looking good sometimes causes other people to feel jealous. / Consider people like Bill Gates and Warren Buffet, who are successful because of their ideas, not their looks.

## Education: Higher Education Should Be Free

## Reading

### ► Paraphrasing

Answers may vary.

- 1 Wealthy nations today must provide their people with a higher education.
- 2 As result, a lot of talented students cannot afford a college education.
- 3 Research shows that educated people more often donate their time and money to their communities.
- 4 Higher education must be made free in order to make life better for everybody.

### ► Summarizing

Answers may vary.

The topic of the reading passage is making higher education free. The first reason the author gives is that wealthy nations must educate their citizens to stay

competitive. This is illustrated by the fact that most European nations already offer free higher education to their citizens. Next, the reading passage states that providing free higher education brings indirect benefits to communities. These include greater participation in volunteer events and lower crime rates.

Page 82

## Listening

2-07

**Professor:** As college students, I'm sure one of your main concerns is paying your yearly tuition. No doubt, free higher education sounds like a great idea, right? Well, let's just say there are a few unintended consequences of such a plan. Allow me to explain to you what they are.

One result of tuition-free higher education affects all citizens of a nation. You know what I'm talking about. Yep—higher taxes. You see, if the students aren't paying their own tuition, then the funding for the schools has to come from somewhere. In this case, it comes from taxpayers. In fact, one recent study estimated that in order to provide all students with free higher education, the government would have to raise taxes by more than fifteen percent. The truth is that most Americans simply don't want to spend money on something that doesn't directly benefit them. Because of this, we can safely say that the public will not be willing to provide others with a free college education.

Another less obvious consequence of providing free college educations would be a decrease in the quality of the instruction. The best schools in the country are usually the most expensive. The reason for this is simple. Top-notch professors demand suitably high salaries. If education were made free, then schools could no longer pay these talented instructors enough money. As a result, these educators would simply take their talents elsewhere. Consequently, the value of college educations everywhere would drop. Clearly, a quality higher education must be paid for by the students.

Page 83

## Paraphrasing

Answers may vary.

- 1 Research shows that taxes would need to be increased by more than fifteen percent to pay for free higher education.
- 2 Therefore, we can conclude that people will not pay for another person's college education.
- 3 A second drawback to tuition-free higher education would be a reduction in the quality of teaching.
- 4 By making higher education no cost, universities could not afford to pay their best professors high enough salaries.

## Summarizing

Answers may vary.

In the lecture, the professor talks about some potential drawbacks of free higher education. One of these drawbacks is paying for free universities. He explains that taxes would have to be raised by more than fifteen percent. The instructor also says that most Americans would not be willing to pay for something that does not benefit them directly. Another drawback the lecturer talks about is the reduction in the quality of education. He explains that schools would not be able to pay the salaries of their best instructors without charging tuition.

Page 84

## Tandem Note-Taking

Answers may vary.

Reading	Listening
<b>Main Idea</b> <i>To provide all qualified students with a higher education, American schools must become tuition free.</i>	<b>Main Idea</b> <i>Although higher free higher education sounds like a great idea, it has some unintended drawbacks.</i>
<b>First Supporting Argument</b> <i>Developed nations have a responsibility to educate their citizens.</i>	<b>First Supporting Argument</b> <i>Funding for tuition-free higher education must come from the taxpayers.</i>
<b>Supporting Detail</b> <i>free education in Europe</i>	<b>Supporting Detail</b> <i>taxes raised by more than fifteen percent</i>
<b>Second Supporting Argument</b> <i>Offering no-cost higher education also indirectly benefits the community.</i>	<b>Second Supporting Argument</b> <i>Free higher education would decrease the quality of instruction.</i>
<b>Supporting Detail</b> <i>more educated people donate money and time; lower crime rates</i>	<b>Supporting Detail</b> <i>schools couldn't pay good professors</i>

Page 86

## Strong Response

### Critical Analysis

- 1 The professor, however, believes that such a plan would have unintended consequences. / To begin with, the reading passage states that developed nations such as the United States have a responsibility to provide their citizens with a free university education. / Next, to rebut the reading passage's argument that free higher education would provide benefits for everyone, the instructor explains how the quality of instruction would be affected. / So, while the reading passage author wants higher education to become free, the professor argues against doing this.

- 2 However, the lecturer contends that the government would have to raise taxes by more than fifteen percent to pay for free colleges. / He then says that most American people do not want to cover the costs of a service they are not using themselves. / He says that good colleges charge high tuition in order to pay the salaries of professors. / If universities cannot charge tuition, then they cannot pay their best professors enough money to stay. / This would decrease the overall quality of a college education.
- 3 unintended
- 4 It means to pay for something. The sentence that explains this is: He then says that most American people do not want to cover the costs of a service they are not using themselves.
- 5 (Answers may vary.)  
To begin with... / However... / Next...

Page 87

## Weak Response

### Critical Analysis

- 1 (A)  
Answer (A) is the best choice because it clearly explains the main ideas from the reading passage and lecture. Answer (B) is incorrect because it confuses the main ideas while Answer (C) is not clear enough.
- 2 (C)  
Answer (C) is the best choice because this sentence gives specific information about the sentence that comes before it.
- 3 (Answers may vary.)  
The lecturer's first argument is that making college tuition free would raise taxes. / He contends that most Americans do not want to pay for something that does not benefit them. / If a college education were made free, these schools could no longer afford to pay their professors enough money. / His argument goes against the one made in the reading passage that making college education free benefits the community.

## Chapter 4 Independent Writing

## Keeping Old Customs or Adopting New Ones

Page 88

## Generating Ideas

Answers may vary.

### Follow New Customs:

- 2 A person can use local products. This makes a person's life cheaper and more convenient.
- 3 Adopting new customs allows a person to understand how different people think and live.
- Reason 1:** Following new customs allows you to live

your life differently.

**Reason 2:** Adopting the customs of a new country allows you to become part of that culture more easily.

### Keep Old Customs:

- 2 A person may not adopt new customs when they go against the customs of the person's old country.
- 3 Some of these include the language barrier and different ways of thinking.

**Reason 1:** Keeping old customs can make your life in a new country more comfortable.

**Reason 2:** It is difficult to give up old customs quickly.

Page 89

## Planning

Answers may vary.

Follow New Customs	Keep Old Customs
<b>Thesis Statement</b> <i>When you move to a new country, I feel it is better to adopt the customs of that nation.</i>	<b>Thesis Statement</b> <i>I believe it is better for people to keep their own customs than to adopt those of another country.</i>
<b>First Supporting Idea</b> <i>Following new customs allows you to live your life differently.</i>	<b>First Supporting Idea</b> <i>Keeping old customs can make your life in a new country more comfortable.</i>
<b>Supporting Example</b> <i>eating customs in China</i>	<b>Supporting Example</b> <i>eating foods from home</i>
<b>Second Supporting Idea</b> <i>Adopting the customs of a new country allows you to become part of that culture more easily.</i>	<b>Second Supporting Idea</b> <i>It is difficult to give up old customs quickly.</i>
<b>Supporting Example</b> <i>understand culture; make friends easily</i>	<b>Supporting Example</b> <i>different language; new culture</i>
<b>Conclusion</b> <i>I think it is much better to adopt local customs.</i>	<b>Conclusion</b> <i>It is easier for most people to keep their old customs when they move to a new country.</i>

Page 91

## Strong Response

### Critical Analysis

- 1 When living in a new country, I believe it is essential to adopt the customs of the new country. / One reason to adopt the customs of a new country is that they allow you to live your life differently. / Another reason to adopt new customs is that doing so allows you to assimilate more easily into the local community. / Although some people may prefer to cling to their old ways, for the reasons given above, I think it is much better to adopt local customs.

- 2 When I was growing up, my family and I lived in China for a couple years. / Many aspects of the culture, such as eating, were very different from those in my home country. / Unlike in my home country, people in China are encouraged to share food. / So, while we were in China, we adopted their eating practices and shared our food with one another. / It was foreign to us, but we decided to follow their customs so long as we were living there. / When my wife and I moved to Germany, we were eager to take part in some German festivals. / One of these was Oktoberfest. We went with our neighbors to the city market for the celebration. / We ate great food, played games, and had a lot of fun. More importantly, though, we made great friends. / This made us feel like welcomed members of the community.
- 3 (Answers may vary.)  
different food customs in China / participating in Germany festivals

Page 92

## Weak Response

### ► Critical Analysis

- 1 (A)  
Answer (A) is the best choice because it gives an example of why the author's friend kept some customs from his old country.
- 2 (Answers may vary.)  
Moreover, it is difficult for people to completely give up their old customs.
- 3 [Give an example of grandparents who moved to a different country. Explain how and why they kept their old customs.]
- 4 (Answers may vary.)  
You understand the way of life in your old country, and this can make it easier to live in your new country. / Most people are willing to try the foods from their new country sometimes, but, most of the time, they prefer to eat foods from their homeland. / It might be possible to adopt the customs of the new country eventually, but most people have to keep their old customs for a while.

## Chapter 5 Integrated Writing Task

### Anthropology: The Purpose of Ancient Roads

Page 95

## Reading

### ► Paraphrasing

Answers may vary.

- 1 Although archaeologists do not know what the roads were used for, they have several ideas.

- 2 Thus, it is possible that these roads allowed many people to travel between towns.
- 3 Researchers contend that these roads were of religious significance based on their layouts and locations.
- 4 From this research, we can understand the religious meaning of these ancient Native American roads.

### ► Summarizing

Answers may vary.

In the reading passage, the purpose of the ancient Native American roads is discussed. There are two supporting arguments. The first is that roads were used for transportation. This is based on the fact that the roads were very wide and straight, meaning that they could have accommodated a large number of people. The second issue discussed is the religious meaning of the roads. According to the passage, the shape and location of the roads was of great religious significance.

Page 96

## Listening

2:09

**Professor:** Now, I want to address the debate in archaeological circles concerning the purpose of the ancient roads found throughout the U.S. In spite of their best efforts, archaeologists have not been able to reach any conclusions about them. The reason is that there is simply not enough evidence to determine what the roads were used for.

All right, so some archaeologists have put forth the idea that these roads were built solely for transportation. Well, the fact is that these roads were basically too large to have been used just to move people and things. Most of them are more than fifty yards wide, meaning that they were unnecessarily large to be used only for transportation. On top of that, there weren't any vehicles at that time. Back then, the only means of transportation available was walking. People rarely traveled more than a few miles from their homes during their lifetimes. This means that it was highly unlikely that the ancient Native Americans would have needed large, long highways to get around.

Also, there's the notion that the roads served religious purposes. Unfortunately, there is no evidence to support this. Do you have any idea why that is? Consider how the land has changed since these roads were first built. The majority of these ancient roads have been completely destroyed by centuries of farming and development, so it is impossible to determine the exact layout of these roads. And even if we could find the original roads, we still wouldn't be able to conclude that they were built for this reason. You see, many artifacts from these cultures have been lost, so we don't know what religion these people had or even if they were religious at all.

## ► Paraphrasing

Answers may vary.

- 1 The roads could not have been used only for transportation because they were much too big.
- 2 Most people did not travel far from their homes over the course of their lives.
- 3 It is not possible to know the original layout of these roads due to all the growth and development that has occurred over the years.
- 4 Because few relics from these cultures still exist, it is not possible to determine whether these people even had religion.

## ► Summarizing

Answers may vary.

In the lecture, the professor explains that the purpose of the Native American roads remains unknown. His first argument is that the roads were too large to be used only for transportation. He adds that most people at that time could only travel by foot and rarely went far from their homes. His next point relates to the religious meaning of the roads. The instructor states that most of the roads have been destroyed over the years, so it is impossible to know their original layouts. Furthermore, he contends that there are not enough artifacts from these societies to know if they even had religion.

## Tandem Note-Taking

Answers may vary.

Reading	Listening
<b>Main Idea</b> <i>Many compelling ideas have been put forth to explain the purpose of the ancient roads.</i>	<b>Main Idea</b> <i>There is not enough evidence to determine what these roads were used for.</i>
<b>First Supporting Argument</b> <i>One theory is that these roads were used for transportation.</i>	<b>First Supporting Argument</b> <i>The roads were too large to be used only for moving people and goods.</i>
<b>Supporting Detail</b> <i>roads long, straight, wide</i>	<b>Supporting Detail</b> <i>no vehicles; people did not travel far</i>
<b>Second Supporting Argument</b> <i>The roads were of great religious significance.</i>	<b>Second Supporting Argument</b> <i>There is no evidence to suggest that the roads had religious meaning.</i>
<b>Supporting Detail</b> <i>shape and location of roads similar to constellation</i>	<b>Supporting Detail</b> <i>roads destroyed over years; no artifacts</i>

## Strong Response

## ► Critical Analysis

- 1 In the lecture, however, the professor contradicts these assumptions. / The instructor starts his lecture by expressing his doubts that the roads were used for transportation. / The professor goes on to question the theory that the roads were built for religious purposes.
- 2 He explains that because the roads were so wide, they could not have been used only for this purpose. / The professor adds that there were no vehicles at the time, so people were not able to travel very far anyway. / He explains that there is no evidence to support this idea because the roads have been destroyed by many years of development. / He further states that few artifacts from these ancient cultures still exist, so archaeologists are not sure whether these ancient people even had any religious beliefs.
- 3 significance
- 4 It means to hold comfortably without crowding. The sentence that explains this is: His arguments refute the reading passage's assertion that these ancient roads were built to accommodate a large number of people traveling between villages.
- 5 (Answers may vary.)  
The instructor starts her lecture by... / The professor adds... / The lecturer goes on to... / He further states...

## Weak Response

## ► Critical Analysis

- 1 (C)  
Answer (C) is the best choice because it clearly explains the main idea from the reading passage. Answers (A) and (B) misrepresent this information.
- 2 (C)  
Answer (C) is the best choice because this sentence gives additional information about the road mentioned in the sentence that comes before it.
- 3 (Answers may vary.)  
The reading passage states that archaeologists understand the purpose of these ancient roads while the lecturer raises doubts about these claims. / Since the roads were very straight, they easily allowed people to travel between villages. / In the lecture, the professor argues that these ideas about the roads might not be correct.

## Parents Should Limit TV Watching for Children

Page 102

### Generating Ideas

Answers may vary.

#### Agree:

- 2 *Parents should help their children develop healthy habits from a young age.*
- 3 *Children can learn more from reading books and be healthier from playing with friends.*

**Reason 1:** *Parents need to help their children do the right thing.*

**Reason 2:** *Most television programs are not good for children to watch.*

#### Disagree:

- 2 *Watching television is safer than playing sports and less expensive than playing musical instruments.*
- 3 *Some television shows allow children to learn about academic topics and the world.*

**Reason 1:** *Television can give children academic instruction.*

**Reason 2:** *Children can also develop a sense of self-control.*

Page 103

### Planning

Answers may vary.

Agree	Disagree
<b>Thesis Statement</b> <i>I feel that parents should limit the amount of television their children watch.</i>	<b>Thesis Statement</b> <i>I believe children should be allowed to watch as much television as they want.</i>
<b>First Supporting Idea</b> <i>Parents need to help their children do the right thing.</i>	<b>First Supporting Idea</b> <i>Television can give children academic instruction.</i>
<b>Supporting Example</b> <i>can develop bad habits</i>	<b>Supporting Example</b> <i>shows on public television</i>
<b>Second Supporting Idea</b> <i>Most television programs are not good for children to watch.</i>	<b>Second Supporting Idea</b> <i>Children can also develop a sense of self-control.</i>
<b>Supporting Example</b> <i>learn that rude behavior is appropriate</i>	<b>Supporting Example</b> <i>understand problems of viewing too much television</i>
<b>Conclusion</b> <i>For these reasons, I contend that parents should restrict the television viewing of their children.</i>	<b>Conclusion</b> <i>There are many benefits to allowing children to control their own television viewing.</i>

18

Page 105

## Strong Response

### Critical Analysis

- 1 While some people may think that parents should limit the amount of television their children watch, I completely disagree with this. / For one, television can provide young children with academic instruction. / Furthermore, children who have unlimited access to television can develop a sense of self-control. / There are many benefits to allowing children to control their own television viewing.
- 2 One of the most famous educational programs is *Sesame Street*, which has been on the air for several decades. / The show teaches children basic concepts, such as the alphabet and numbers, with its cast of memorable characters. / Watching *Sesame Street* and other educational shows proved beneficial in my case. / Thanks to these programs, I was the most advanced student in my kindergarten class. / As I previously mentioned, I was allowed to watch as much television as I wanted when I was a child. / By the time I got to middle school, my grades were very poor. / I figured out that my problem was watching too much television, so I began to cut back my viewing. / After this, I was able to focus more on my schoolwork. / I eventually became the best student in my class.
- 3 (Answers may vary.)  
 watching educational shows as a child / reducing television viewing to improve grades

Page 106

## Weak Response

### Critical Analysis

- 1 (B)  
 Answer (B) is the best choice because it supports the main idea of the response. Answers (A) and (C) do not clearly support the central thesis.
- 2 (Answers may vary.)  
 For one, parents need to help their children do the right thing.
- 3 [Explain how watching too much television has affected the writer's cousin. Give examples such as lower grades at school or gaining weight.]
- 4 (Answers may vary.)  
 Therefore, parents should limit the amount of television their children watch. / Children have to be told how much television they are allowed to watch; otherwise, they will watch it all day. / Another reason to limit television viewing is the programs themselves. / In short, most television shows should not be seen by children because they do not teach good values.

## Astronomy: Building a Space Station Above Venus

Page 109

### Reading

#### ► Paraphrasing

Answers may vary.

- 1 Building a space station above Venus is not possible due to several difficulties.
- 2 Humans would be killed and equipment destroyed by the great atmospheric pressure around Venus.
- 3 It would be too costly to try to build a space station above Venus.
- 4 The solar radiation levels on Venus are double what they are on Earth.

#### ► Summarizing

Answers may vary.

In the reading passage, it is stated that building a space station above Venus would not be possible for the following reasons. First, the planet's atmospheric pressure is ninety times higher than it is on Earth. This is high enough to kill human beings and crush spaceships that attempt to go there. Second, the planet's high solar radiation levels would create health problems for astronauts. These include damage to eyesight, skin cancer, and even death.

Page 110

### Listening



**Professor:** So, some of you may have heard some talk about building a high-atmosphere space station above Venus. You may have also heard that it would be impossible to do so. It's true that bringing life to this part of the solar system would pose many great challenges, but it might not be as difficult as it is commonly believed to be.

Okay, first let's discuss atmospheric pressure. The pressure near the surface of Venus is too high for us to live there. That's true. But what's also true is that the higher above the surface you are, the lower the atmospheric pressure becomes. In the case of Venus, the atmospheric pressure about sixty kilometers above the planet is nearly identical to that of Earth. This means that a space station could be built there using existing technology. That is to say, people, equipment, and spaceships could stay there and not be crushed by the air.

Then there is the problem of solar radiation. Solar radiation levels around Venus are only higher than on Earth beyond the planet's atmosphere. Within the

atmosphere, the levels are comparatively lower. The reason is that Venus is surrounded by thick clouds that block much of the sun's rays. In fact, they stop more than sixty percent of sunlight from passing through. Due to this cloud cover, the actual illumination within Venus's atmosphere is comparable to that on Earth during an overcast day.

Page 111

#### ► Paraphrasing

Answers may vary.

- 1 The air pressure around Venus decreases as you go farther up in the atmosphere.
- 2 It is possible to build a space station above Venus without creating new equipment.
- 3 The dense clouds that cover Venus stop most sunlight from reaching the surface of the planet.
- 4 The strength of the sun's light on Venus is similar to what it is on a cloudy day on Earth.

#### ► Summarizing

Answers may vary.

In the lecture, the professor deals with the topic of building a space station above Venus. She argues that it may be possible to build a space station there. The lecturer begins by explaining that Venus's atmospheric pressure would not present a problem. The reason is that the pressure sixty kilometers above Venus is comparable to that on Earth. The instructor then talks about solar radiation levels around the planet. She states that thick clouds block most of the sun's rays, meaning that it is possible for astronauts to go there safely.

Page 112

### Tandem Note-Taking

Answers may vary.

Reading	Listening
<b>Main Idea</b> <i>Building a space station above Venus is not possible.</i>	<b>Main Idea</b> <i>Although difficult, building a space station above Venus is feasible.</i>
<b>First Supporting Argument</b> <i>The atmospheric pressure there is too great for human beings to live above Venus.</i>	<b>First Supporting Argument</b> <i>The atmospheric pressure would not present a problem for astronauts or their equipment.</i>
<b>Supporting Detail</b> <i>ninety times higher; fatal to humans; crush spacecraft</i>	<b>Supporting Detail</b> <i>pressure decreases in upper atmosphere</i>

<b>Second Supporting Argument</b> <i>Venus's solar radiation levels are dangerously high.</i>	<b>Second Supporting Argument</b> <i>Inside the atmosphere of Venus, solar radiation levels are safe.</i>
<b>Supporting Detail</b> <i>twice that of Earth; presents many health problems</i>	<b>Supporting Detail</b> <i>clouds block sun; levels similar to Earth</i>

Page 114

## Strong Response

### ► Critical Analysis

- 1 In the lecture, the instructor contends that this project might actually be possible. / In the first part of reading passage, the author explains that the high atmospheric pressure on Venus would be fatal for astronauts and would crush spaceships. / The reading passage then states that the high solar radiation levels on Venus would create many health problems, such as blindness and skin cancer, for astronauts.
- 2 She argues that the atmospheric pressure would not present a problem. / The reason is that the pressure in the higher atmosphere of Venus is comparable to that on Earth. / Therefore, a space station could be built there using current technology. / She says that much of the sun's light is blocked by thick clouds around Venus. / This means that solar radiation levels there are similar to those on Earth on a cloudy day.
- 3 block
- 4 It means causing death. The sentence that explains this is: In the first part of the reading passage, the author explains that the high atmospheric pressure on Venus would be fatal for astronauts and would crush spaceships.
- 5 (Answers may vary.)  
In the first part of the reading passage... / The professor, however... / The reading passage then states... / Again, the lecturer...

Page 115

## Weak Response

### ► Critical Analysis

- 1 (B)  
Answer (B) is the best choice because it most clearly explains this argument from the reading passage. Answer (A) does not appear in the reading passage while Answer (C) misrepresents information from the passage.
- 2 (C)  
Answer (C) is the best choice because this sentence gives additional information about the argument made in the lecture.

3 (Answers may vary.)

The reading passage states that building a space station around Venus would not be possible while the lecturer argues otherwise. / For example, the atmospheric pressure on Venus is much too high at roughly ninety times that of Earth. / The lecturer states that Venus's solar radiation levels would not prove to be a problem. / The reason is that the levels are similar to what they are on Earth during a cloudy day.

## Chapter 6 Independent Writing Task

### Governments Should Focus on Health Care

Page 116

## Generating Ideas

Answers may vary.

### Agree:

- 2 Governments should do everything they can to make their people happy and healthy.
- 3 They are easier to fix in that people already know how to solve the problems.  
**Reason 1:** Being healthy is the most important thing in a person's life.  
**Reason 2:** Fixing the environment will take a long time.

### Disagree:

- 2 The environment can create health problems resulting from pollution.
- 3 They are easier to fix in that everyone can agree more easily about what needs to be done.  
**Reason 1:** The environment affects everybody in the world.  
**Reason 2:** Solving environmental issues can prevent other problems from occurring.

Page 117

## Planning

Answers may vary.

Agree	Disagree
<b>Thesis Statement</b> <i>I contend that governments must make healthcare their most important issue.</i>	<b>Thesis Statement</b> <i>While healthcare is important, I believe that nations must focus more on the environment.</i>
<b>First Supporting Idea</b> <i>Being healthy is the most important thing in a person's life.</i>	<b>First Supporting Idea</b> <i>The environment affects everybody in the world.</i>
<b>Supporting Example</b> <i>cannot do anything without health</i>	<b>Supporting Example</b> <i>water running out because of pollution</i>

<b>Second Supporting Idea</b> <i>Fixing the environment will take a long time.</i>	<b>Second Supporting Idea</b> <i>Solving environmental issues can prevent other problems from occurring.</i>
<b>Supporting Example</b> <i>fix healthcare first and environment later</i>	<b>Supporting Example</b> <i>health problems from pollution</i>
<b>Conclusion</b> <i>In conclusion, I feel that healthcare is a more pressing issue than the environment.</i>	<b>Conclusion</b> <i>I believe that governments should make environmental issues their top priority.</i>

Page 119

## Strong Response

### ► Critical Analysis

- Therefore, it is clear that governments around the world need to make environmental issues their top priority. / The environment is the one thing that affects everyone in the world. / On top of this, addressing environmental issues can help solve other problems and prevent them from occurring in the future. / Although governments around the world have many serious issues to tackle, I believe that they should make environmental issues their top priority.
- For example, consider the main resource that we all take for granted: water. / Clean water supplies all over the world are running out. / This is happening for a variety of reasons. / They include pollution by companies and overuse by individuals. / As serious as the water problem is, it can still be corrected but only if governments make an effort to do so. / Think about how the environment can affect a person's health. / In developing nations such as China, the air is polluted due to smog from factories and automobiles. / As a result of this pollution, thousands of people each year develop health problems and have to go to the hospital. / Virtually all of these cases could be prevented if the Chinese government made stricter regulations concerning air pollution.
- (Answers may vary.)  
water supplies running low as a result of pollution / pollution creates health problems

Page 120

## Weak Response

### ► Critical Analysis

- Ⓒ  
Answer (C) is the best choice because it gives an example to support the argument in the third body paragraph. Answer (A) goes against the main idea of the response, and Answer (B) does not directly support it.

- (Answers may vary.)  
Furthermore, most people cannot afford to pay for their own healthcare.
- [Give an example of a sick person who cannot work. Describe the problems that can occur to this person's family as a result.]**
- (Answers may vary.)  
Although many people worry about the environment, I believe that healthcare is a greater concern for governments around the world. / Because healthcare is so expensive, most people need the government to help them pay for it. / It would be less expensive for the government to fix healthcare issues than it would be for it to address the problems of the environment. / While environmental issues are of great concern, they are not as important as improving healthcare.

## Chapter 7 Integrated Writing

### Business: Paying Employees on Commission

Page 123

## Reading

### ► Paraphrasing

Answers may vary.

- When paid for the amount of work they complete, employees tend to work more quickly and effectively.
- Employees paid on commission finish their tasks almost a third faster compared to employees paid flat salaries.
- Workers paid on commission can earn two or three times their original salaries.
- People who are paid for the amount of work they do are happier with their jobs since their diligence pays off.

### ► Summarizing

Answers may vary.

The author of the reading passage contends that paying employees on commission benefits both employers and employees. It benefits employers in that workers become more productive. On top of this, employees paid on commission do work of a better quality. At the same time, receiving a commission is good for employees because they are able to earn more money. Not only does this allow them to enjoy a higher quality of life, but it also gives workers greater job satisfaction.

Page 124

## Listening

Ⓒ 2-13

**Professor:** We all know that everybody would like to make more money. So it seems that paying employees on commission is a great idea. Well, I believe that foregoing steady salaries in favor of a commission may

not be for everyone. Still skeptical? Okay, then, listen to this.

Of course, some jobs are well suited to commission-based payments. Most sales jobs, for example, pay on straight commission. Other jobs, however, cannot or should not be paid in this way. A good example of this would be teachers. Allow me to elaborate. Let's assume that teachers are paid based on the number of students who pass their classes. What do you think would happen in this case? That's right. Every student would always pass every class. The teachers might benefit from this situation, but would the students? To me, it doesn't seem so.

Here's another point. Being paid on commission does not always guarantee an increase in salary. Sure, some people do very well, but most people's incomes can fluctuate greatly from month to month. What I mean is that during some months, they can make a lot of money, but during other months, they can make virtually none. Let's consider a person who works in advertising. In a month where that person lands a big contract, she can earn a lot of money. In other months, when she doesn't get any contracts, she might not make anything. This lack of stability can cause employees to feel uncomfortable with their financial situations, and this can greatly reduce their work productivity.

## Page 125

### ► Paraphrasing

Answers may vary.

- 1 There are certain types of positions that should be paid on commission.
- 2 No students would ever fail any of their classes.
- 3 Workers who are paid for the amount of tasks they complete do not always earn more money.
- 4 People who do not have steady salaries can become nervous about their incomes, which makes them unable to work efficiently.

### ► Summarizing

Answers may vary.

The instructor opposes paying all employees on commission. He gives two arguments in favor of his opinion. First, the professor explains that not all jobs should be paid on commission. To illustrate this, he uses the example of teachers. He says that teachers would benefit from commission-based salaries, but students would not. Next, the lecturer talks about how being paid for the amount of work done does not always guarantee an increase in salary. He clarifies this by talking about how the amount of money a person earns can fluctuate greatly from month to month.

## Page 126

### Tandem Note-Taking

Answers may vary.

Reading	Listening
<b>Main Idea</b> <i>Paying employees on commission benefits both employers and employees.</i>	<b>Main Idea</b> <i>Not all employees should be paid on commission.</i>
<b>First Supporting Argument</b> <i>Offering employees commission-based payments makes them work more efficiently.</i>	<b>First Supporting Argument</b> <i>Some jobs cannot or should not be paid on commission.</i>
<b>Supporting Detail</b> <i>do work 30% faster; better quality</i>	<b>Supporting Detail</b> <i>teachers; education quality go down</i>
<b>Second Supporting Argument</b> <i>Employees who work on commission can earn more money.</i>	<b>Second Supporting Argument</b> <i>Being paid on commission does not always guarantee a higher salary.</i>
<b>Supporting Detail</b> <i>double, triple salary; more work satisfaction</i>	<b>Supporting Detail</b> <i>income fluctuates; become uncomfortable</i>

## Page 128

### Strong Response

#### ► Critical Analysis

- 1 The professor, however, asserts that paying on commission might not benefit all workers. / The lecturer begins by stating that not all jobs should be paid on commission. / The professor also believes that employees paid on commission do not always make more money.
- 2 He gives the example of teachers. / He argues that teachers should not be paid on commission because the quality of education would decrease substantially. / He says that the amount of money an employee on commission earns can fluctuate greatly each month. / In some months, they can make a lot of money. / In other months, they might make none at all. / This often makes people uncomfortable about their financial situations.
- 3 flat
- 4 It means to keep changing to a large degree. The sentence that explains this is: He says that the amount of money an employee on commission earns can fluctuate greatly each month.
- 5 (Answers may vary.)  
 The lecturer begins by stating... / The professor goes on to state that ... / On the other hand...

## Weak Response

### ► Critical Analysis

- 1 (A)  
Answer (A) is the best choice because it most accurately expresses the idea of the highlighted sentence. Answer (B) is too general while Answer (C) misrepresents the information from the sentence.
- 2 (B)  
Answer (B) is the best choice because this sentence gives additional information about why teachers should not be paid on commission, which was the argument presented in the first body paragraph.
- 3 (Answers may vary.)  
The lecturer's argument casts doubt on the claims made in the reading passage. / This contrasts the reading passage's assertion that workers paid on commission complete their work more quickly and effectively. / Next, the professor questions the argument that commission-based salaries result in higher incomes for employees.

#### Chapter 7

### Independent Writing

## Working at a High-Paying Job with Low Security

## Generating Ideas

Answers may vary.

### High-Paying Job:

- 2 *Changing jobs can often make a person's life more interesting because that person can work at many different places.*
- 3 *With a high salary, a person can afford a comfortable home, nice clothing, and good food.*  
**Reason 1:** *The amount of money a person earns directly affects his or her quality of life.*  
**Reason 2:** *Finding another job is not difficult.*

### Secure Job:

- 2 *A person could never become completely settled and would have to worry about the future.*
- 3 *No, having a lot of money does not matter as long as people can live comfortably without stress.*  
**Reason 1:** *Job security is more important than earning a high income.*  
**Reason 2:** *Earning a lot of money is not necessary.*

## Planning

Answers may vary.

High-Paying Job	Secure Job
<b>Thesis Statement</b> <i>I would prefer to work at a high-paying job with little job security.</i>	<b>Thesis Statement</b> <i>I would rather have a secure job even if it did not pay a lot of money.</i>
<b>First Supporting Idea</b> <i>The amount of money a person earns directly affects his or her quality of life.</i>	<b>First Supporting Idea</b> <i>Job security is more important than earning a high income.</i>
<b>Supporting Example</b> <i>brother makes a lot of money; lives well</i>	<b>Supporting Example</b> <i>buy a house; plan for the future</i>
<b>Second Supporting Idea</b> <i>Finding another job is not difficult.</i>	<b>Second Supporting Idea</b> <i>Earning a lot of money is not necessary.</i>
<b>Supporting Example</b> <i>friend found new jobs; better pay</i>	<b>Supporting Example</b> <i>have enough with a modest income</i>
<b>Conclusion</b> <i>Higher-paying jobs with less job security are the way to go.</i>	<b>Conclusion</b> <i>Living a comfortable and stable life is very important, so having a stable but low-paying job is better.</i>

## Strong Response

### ► Critical Analysis

- 1 It is for this reason that I would prefer to work at a higher-paying job that offers less job security. / For one, the amount of money a person earns directly affects his or her quality of life. / Also, finding another job is not difficult. / However, for people like me who enjoy earning a lot of money and do not mind changing jobs every few years, higher-paying jobs with less job security are the way to go.
- 2 He works as a manager at a major company and earns a very large paycheck. / As a result, he is able to afford many nice things for himself. / For instance, he lives in a large apartment in a wealthy part of the city, drives a luxury car, and wears only the best clothing. / Although some people may think these sorts of things are unnecessary, they allow him to live a better life. / This, in turn, positively affects his health and happiness. / Not long ago, she graduated from college with a degree in engineering. / She was quickly able to get a job with a starting salary of \$50,000 per year. / She worked at that job for six months until she was suddenly fired one day. / Within a month, my friend was able to find a similar position with even better pay. / Since then, she has worked at four different jobs, each one with better

pay and benefits.

- 3 (Answers may vary.)  
older brother's situation as a highly paid manager /  
friend who lost her job but found other quickly

Page 134

## Weak Response

### ► Critical Analysis

- 1 (B)  
Answer (B) is the best choice because it gives an example to support the argument in the second body paragraph why earning a lot of money is not necessary.
- 2 (Answers may vary.)  
On top of this, earning a high salary is not that important.
- 3 [Explain how a relative with a steady job is happier than a relative who has to change jobs constantly.]
- 4 (Answers may vary.)  
Some people might prefer working at a high-paying job, but I think that a lower-paying, secure job is superior. / People who stay at the same job for many years have more comfortable and steady lives than those who change jobs frequently. / Living a comfortable and stable life is very important, so having a stable but low-paying job is better.

Chapter 8

## Integrated Writing

### Communication: Interactive Voice Response Technology

Page 137

## Reading

### ► Paraphrasing

Answers may vary.

- 1 IVR systems will present callers with questions to determine the type of assistance they require.
- 2 With IVR systems, callers do not have to wait to speak to a staff member when they phone a call center.
- 3 These systems are unquestionably better when callers would rather not speak with another person.
- 4 Callers tend not to give their honest opinions when talking to a live representative.

### ► Summarizing

Answers may vary.

In the reading passage, the writer asserts that IVR technology is required in modern telecommunications. The author's first argument is that IVR systems make call center services more efficient. This is illustrated by the fact that these systems can sort callers and connect them

to appropriate representatives more quickly. The writer's next argument is that IVR technology allows information to be exchanged more accurately. This is because callers are more honest when dealing with one of these systems.

Page 138

## Listening

2-15

**Professor:** If there is one piece of technology that I completely despise, it is interactive voice response systems. These systems are used by customer call centers everywhere to make their service more efficient. But rather than improving customer service, these systems actually hinder it.

First of all, IVR systems do not actually save time. Why do you think that is? Well, think about how these systems work. In order to find the information you need, you have to listen to a series of menus and press a button to make your selection. Sometimes, these menus are not organized well, so it can be difficult to determine which button you need to press. And if you press the wrong button, you have to go back to the previous menu and start over again. This just wastes time. Simply put, it is much easier to get an answer from a person than to try to navigate a series of confusing prerecorded menus.

What's more, interactive voice systems are too impersonal. Generally, most people want their questions answered by another human being. For instance, how does it make you feel when you call your bank and deal only with a prerecorded voice message? Unimportant? Insignificant? You're not alone. Most customers feel this way. This is why some companies are actually switching back to staffed call centers. They know that customer satisfaction is more important than saving a bit of money with these IVR systems.

Page 139

### ► Paraphrasing

Answers may vary.

- 1 Not only do IVR systems fail to improve customer service, but they actually make it worse.
- 2 The menus in IVR are not always logically organized, which makes it hard to find the information you need.
- 3 It is simpler to get information from another person than to search through a series of complex menus.
- 4 Companies understand that cutting costs with IVR systems is not as important as keeping customers happy.

### ► Summarizing

Answers may vary.

In his lecture, the instructor criticizes IVR systems because they worsen customer service. He supports his opinion

with two main ideas. The first is that IVR technology does not save time. This is due to the fact that callers have to navigate a series of menus that are sometimes not organized very well. He also dislikes IVR systems for being too impersonal. He says that most people would rather speak to another person, and it is for this reason that many companies are now switching back to staffed call centers.

Page 140

## Tandem Note-Taking

Answers may vary.

Reading	Listening
<b>Main Idea</b> <i>Modern telecommunications would not be possible without IVR systems.</i>	<b>Main Idea</b> <i>IVR systems do not improve customer service but actually worsen it.</i>
<b>First Supporting Argument</b> <i>IVR systems allow companies to make their services more efficient.</i>	<b>First Supporting Argument</b> <i>This technology does not save time.</i>
<b>Supporting Detail</b> <i>screen and sort callers; get immediate info</i>	<b>Supporting Detail</b> <i>difficult to use menus</i>
<b>Second Supporting Argument</b> <i>These systems allow callers to remain anonymous, which allows information to be exchanged accurately.</i>	<b>Second Supporting Argument</b> <i>IVR systems are too impersonal.</i>
<b>Supporting Detail</b> <i>callers more honest; better for privacy</i>	<b>Supporting Detail</b> <i>rather talk to person</i>

Page 142

## Strong Response

### ► Critical Analysis

- 1 The reading passage presents arguments strongly in favor of this technology, but the lecturer questions the validity of these arguments. / First, the reading passage claims that IVR systems help callers save time because they help call centers provide personalized service for each caller. / Then, to refute the reading passage's assertion that the anonymity of IVR systems is a benefit, the instructor criticizes IVR systems for being too impersonal.
- 2 He states that IVR systems do not make telecommunication services more efficient because they require callers to waste time navigating menus to find the information they seek. / He goes on to say that most callers would feel more comfortable talking to an actual person. / He says these systems can make callers feel unimportant and insignificant. / The

professor explains that many call centers are now switching back to human representatives because of this.

- 3 anonymity
- 4 It means not important. The sentence that explains this is: He says these systems can make callers feel unimportant and insignificant.
- 5 (Answers may vary.)  
First... / He goes on to say ... / Then...

Page 143

## Weak Response

### ► Critical Analysis

- 1 (C)  
Answer (C) is the best choice because it more accurately summarizes the lecturer's argument. Answers (A) and (B) misrepresent the information from the lecture.
- 2 (C)  
Answer (C) is the best choice because this sentence gives additional information about why IVR systems are confusing to use, which was the argument made in the previous sentence.
- 3 (Answers may vary.)  
In the reading passage, it was argued that IVR systems are needed in modern telecommunications. / First, the reading passage states that IVR systems let companies offer more efficient service. / Next, the passage argues that this technology allows callers to exchange information more accurately. / The lecturer contradicts this argument.

Chapter 8

## Independent Writing

## A Person Working in a Group Must Accept Criticism

Page 144

## Generating Ideas

Answers may vary.

### Agree:

- 2 *It would become more difficult to finish on time because the members will not work as quickly.*
- 3 *This person can lower the overall quality of the materials produced by the group.*  
**Reason 1:** *All members of a group must work together to complete their task.*  
**Reason 2:** *A person who cannot accept criticism will lower the quality of the group's work.*

### Disagree:

- 2 *The person may know that his or her ideas are better*

than those of their group members.

- 3 It can make it easier for other members to focus on their tasks and not worry about the stubborn member.

**Reason 1:** Criticizing the ideas of your group members can waste valuable time.

**Reason 2:** People may not listen to criticism if they know their ideas are better.

Page 145

## Planning

Answers may vary.

Agree	Disagree
<b>Thesis Statement</b> <i>I entirely agree that a person cannot work successfully in a group if he or she cannot accept criticism.</i>	<b>Thesis Statement</b> <i>I contend that a person can contribute to a group successfully even if he or she cannot accept criticism.</i>
<b>First Supporting Idea</b> <i>All members of a group must work together to complete their task.</i>	<b>First Supporting Idea</b> <i>Criticizing the ideas of your group members can waste valuable time.</i>
<b>Supporting Example</b> <i>stubborn member; not able to finish project</i>	<b>Supporting Example</b> <i>spent whole time arguing; did not finish</i>
<b>Second Supporting Idea</b> <i>A person who cannot accept criticism will lower the quality of the group's work.</i>	<b>Second Supporting Idea</b> <i>People may not listen to criticism if they know their ideas are better.</i>
<b>Supporting Example</b> <i>literature class presentation; got B instead of A</i>	<b>Supporting Example</b> <i>experienced person; no need to listen to others</i>
<b>Conclusion</b> <i>Overall, I believe that in order to be successful in a group, a person must be willing to accept criticism.</i>	<b>Conclusion</b> <i>People who do not listen to criticism can still be successful in a group.</i>

Page 147

## Strong Response

### Critical Analysis

- 1 I entirely agree with the statement that a person cannot work successfully in a group if he or she cannot accept criticism. / When working in a group, it is important that all members work together to complete their task. / Furthermore, a person who cannot accept criticism will lower the quality of the work produced by the entire group. / Overall, I believe that in order to be successful in a group, a person must be willing to accept criticism.
- 2 There was one member of my group who would not listen to our suggestions about how to improve her ideas. / She would often become angry if we did not completely agree with her. / Eventually, she refused to

do any more work for the group. / As a result, the rest of us had to do our work and hers, so we were not able to finish our assignment on time. / One member of my group refused to let any of us edit his speech, which contained several mistakes. / When our group finally gave our presentation, most of us did well, except for the stubborn member. / In the end, our group got a B for our presentation. / Had the one member listened to our suggestions, we might have gotten an A.

- 3 (Answers may vary.)

not completing a group project in high school / getting a worse grade on a project for literature class

Page 148

## Weak Response

### Critical Analysis

- 1 (A)

Answer (A) is the best choice because it clearly explains why the author's brother did not listen to the criticism offered by his group members. Answer (B) contradicts the main idea of the response while Answer (C) does not clearly support it.

- 2 (Answers may vary.)

Also people may not listen to criticism if they know their ideas are better.

- 3 [Explain what the brother's ideas were and why they were better than those of his partners.]

- 4 (Answers may vary.)

Some people believe that working in a group means having to accept criticism, but this is not always the case. / First, criticizing the ideas of your group members can waste valuable time. / Once, when I worked in a group, there was a member who would not listen to the criticism of others.

## Part C

Actual Test 1

Page 151

## Writing Based on Reading and Listening

### Listening

3-03

**Professor:** These days, there are so many ways that scientists want to change our food. They love to report the positive aspects of their experiments, but they rarely report the bad. Take food irradiation, for example. Although some would like us to believe otherwise, this process has some serious drawbacks that must be noted.

Supporters of irradiation say this kills harmful organisms in the food. Sure, it kills them—most of them. But what happens to the ones that are not killed?

Ah, here is the danger. These organisms cannot be killed by irradiation. They are the stronger insects or bacteria. Then what happens? They reproduce and create more of these strong organisms. Over time, irradiation will create “super bugs” that cannot easily be killed.

Fans of food irradiation will also say that it preserves the vitamins in food. Well, that's not always the case. Many studies have shown that irradiation breaks down vitamin C compounds in foods. Vitamin C is an extremely important nutrient for humans. Other vitamins and minerals are damaged as well. In fact, irradiated food can lose 5 to 80% of its nutrients. At some point, we have to ask the following question: Do we want fresh food that has no nutritional value?

Speaking of fresh food, I'd like to address another false belief about irradiated food. Supporters of this method will tell you that irradiation keeps food perfectly fresh. Well, not so fast. Fruits and vegetables are usually irradiated before they become fully ripe. But food tastes best when it is perfectly ripe, doesn't it? Sure, the food may last a long time, but if it tastes bad, who wants to eat it? The reality is that food irradiation is an interesting idea, but it simply has too many problems.

#### Model Answer

The reading passage argues that irradiation is an excellent way to preserve food. The lecturer disputes the reading passage by arguing that food irradiation causes more harm than good.

The first supporting argument offered by the reading focuses on destroying pests. Irradiation kills insects and organisms that live on the food. Doing this makes them safer to eat and protects food supplies. The professor counters by pointing out that the strong organisms will survive irradiation and reproduce. They will create “super bugs” that cannot easily be killed.

The reading continues by stating the health benefits of food irradiation. Unlike other methods, irradiation stops the food's aging process and preserves its vitamins and nutrients. The professor claims that this assertion is untrue. He says that vitamins are actually destroyed and mentions vitamin C as an example. According to the professor, irradiated food can lose up to 80 percent of its nutritional value.

As a final supporting argument, the passage highlights the benefits of the long-lasting freshness of irradiated food. It uses the example of a banana, which ordinarily goes bad after about a week. After irradiation, it may last for months, thereby reducing waste by giving people more time to consume it. The professor questions the value of this freshness. He says that food is usually irradiated before it ripens. Therefore, although the food may last much longer, its quality is greatly diminished.

## Writing Based on Knowledge and Experience

### Model Answer

With the invention of the printing press came the spread of all kinds of knowledge to people throughout the world. Certainly, we cannot underestimate the impact of the printed word. However, despite the effects the printed word has had on the world, I would argue that television has had a greater impact overall.

Primarily, the printed word has one shortcoming that can never be avoided: People must be able to read in order to gain information from the books. Many people around the world cannot read. This limits the possible number of people that books can reach. Television, on the other hand, requires no special skills. Therefore, the potential audience size of television is much greater. News and information broadcast on it can reach far more people.

An important role of books and television is teaching people about the world around them. Both formats do a fine job, but, once again, television has the edge. In a book, an author can write a detailed description of a scene or event. However, there is no guarantee that the reader will understand exactly what the author wants to say. With television, there are no uncertainties about the details of an event. The viewer can see the entire scene and understand exactly what is happening. Information is therefore delivered more accurately.

In addition to its completeness of detail, viewers benefit from the quickness of information delivery by television. For example, a documentary that lasts two hours can explore a topic in great detail. With only two hours invested, the viewer has gained much knowledge. A book about the same topic, by contrast, could take a person several days to complete. Television delivers information much more efficiently.

The advantages of television over books mean that television has a greater effect on society. Television delivers information to more people, in greater detail, and at a much faster speed than books. While books are still important to society, it is clear that television provides more benefits to more people.

## Actual Test 2

## Writing Based on Reading and Listening

### Listening

3-07

**Professor:** Okay, class. I showed you this article to give you an idea of the criticisms of iron fertilization. As you can see from the passage, there are certainly some risks involved with it. As with most innovations in science, there is much debate about this procedure. Now I'd like to give you the other side of the argument.

The passage states that iron fertilization cannot control which plankton are produced. Indeed, this is true. There is no way to determine which are produced. However, there are processes to control negative outcomes, such as red tide. Iron fertilization may produce a few negative side effects. Fortunately, these side effects are not as bad as global warming. Which do you think is more important?

Furthermore, studies show that plankton levels overall are being lowered because of human actions. If we do not seed the water with iron, all types of plankton will die out over time. What will happen to the food chain if plankton levels are not supported with iron? When the plankton die, so will the organisms that feed on them. Regardless of what we do, the food chain is going to be disrupted. We simply cannot keep from affecting the food chain.

The article also mentions that iron fertilization has not been thoroughly tested. That's true. There have not been any long-term studies of the process. But here's the problem: It takes several months to begin to see the results of iron fertilization. If we do not perform any tests that last at least six months, we cannot know for sure how effective iron fertilization can be. So some biologists, including myself, argue that we should continue testing it. We should not give up on this promising solution so soon.

#### Model Answer

The lecture and reading passage deal with the topic of iron fertilization. The lecture disputes the arguments in the reading passage that claim iron fertilization is harmful and risky.

The professor begins by addressing the point about ecological disasters caused by iron fertilization. She is responding to the claim in the reading passage that increased levels of plankton could result in other problems, such as red tide. The professor clears this up by arguing that red tide and other side effects can easily be solved and that global warming is the more important environmental concern.

Next, the professor tackles the problem of the food chain. Her argument is that plankton levels are decreasing now because of humans. She states that whether we use iron fertilization or not, the food chain is going to be disrupted. This is in response to the passage's claim that increased plankton levels will promote higher jellyfish populations, thereby causing a long series of problems in the food chain.

In conclusion, the professor argues that long-term studies must be performed. She says that the effects of iron fertilization cannot be seen with short-term studies, such as those mentioned in the reading passage. While the reading passage argues that plankton levels increased without showing any results, the professor insists that extensive studies are needed to measure the true effects

of iron fertilization.

Page 167

## Writing Based on Knowledge and Experience

#### Model Answer

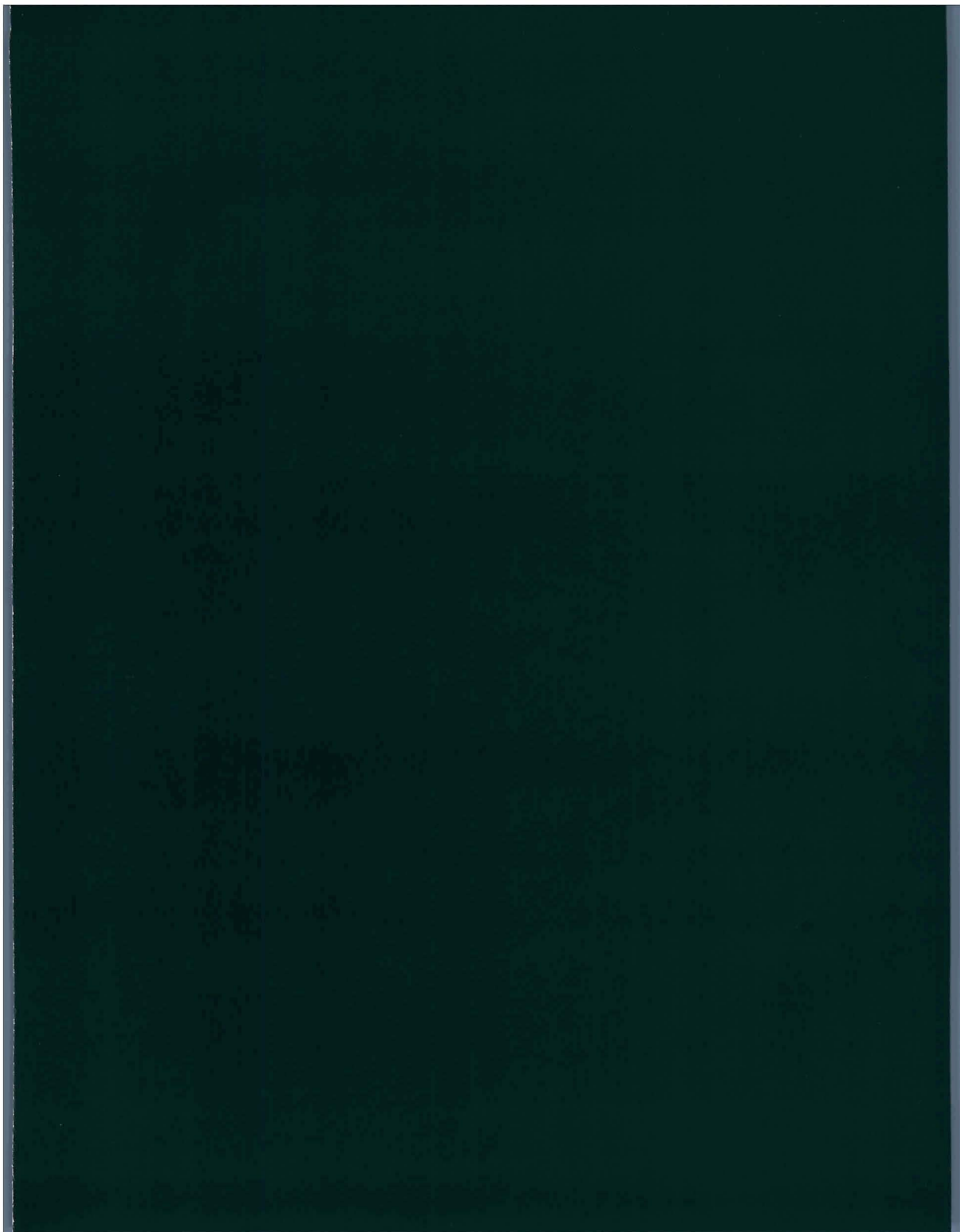
The role of a teacher is, primarily, to give knowledge to students. Some educators, however, believe that teachers should also promote the self-confidence of students. While this notion may at first seem unusual, I believe there are actually some critical benefits of such a goal.

Self-confidence is a key aspect of learning. To use myself as an example, when I began studying English, everyone in my class was a beginner. As time went by, some of us showed faster improvement than others. I noticed that students who improved quickly had self-confidence. They were not afraid to make mistakes. As the adage says, "Practice makes perfect." The students who did not have self-confidence did not get as much practice. This was clear by their slower rates of learning.

In my experience, self-confidence also affects one's motivation to learn. When I was younger, I became interested in art. At first, I was truly terrible. I knew that my drawings were bad, but my first art teacher always praised them. She said I would become the next Leonardo da Vinci. My motivation increased, and I frequently practiced drawing in my free time. Later, I had an art teacher who always criticized the class. I found that my motivation was seriously damaged, and, eventually, I gave up learning art altogether. In the end, the teacher did not succeed in teaching me art because he ruined my motivation.

Finally, self-confidence can affect the rest of a student's life. We can see examples of people who had the self-confidence to take risks and succeed. Microsoft founder Bill Gates dropped out of Harvard University in order to start his career. It was a dangerous move, but he had the self-confidence to try it. Now, he is among the wealthiest people in the world. Without self-confidence, students may never find true success.

Consequently, teachers should emphasize building their students' self-confidence. Not only will it help the students succeed in their learning, but it will also prepare them to succeed in their adult lives.



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