

TOEFL[®] MAP

Writing

Advanced

SCRIPTS AND
ANSWER KEY

SCRIPTS AND ANSWER KEY

Part A

Chapter 1 Introduction to the Writing Section

Page 17

Information Organization Exercise

Answers may vary.

- 1 **Thesis Statement:** Uniforms are a good idea.
- 2 **First Supporting Argument:** Uniforms are not as expensive as brand-name clothing.
 - a. **Detailed Supporting Example:** One uniform costs little money.
- 3 **Second Supporting Argument:** Uniforms make it easy to get ready for school.
 - a. **Detailed Supporting Example:** Students do not have to waste time choosing clothing.
- 4 **Third Supporting Argument:** Uniforms create a sense of unity among students.
 - a. **Detailed Supporting Example:** School colors make students feel like they are a part of a group.
- 5 **Thesis Statement:** The nebular hypothesis states that our solar system was formed from a cloud of gas and dust.
- 6 **First Supporting Argument:** Gravity caused the cloud to flatten and to become disk shaped.
 - a. **Detailed Supporting Example:** Our solar system is shaped like a disk.
- 7 **Second Supporting Argument:** Solid elements joined together in areas of high gravity.
 - a. **Detailed Supporting Example:** The planets formed in these areas.
- 8 **Third Supporting Argument:** Most of the nebula's mass became the sun.
 - a. **Detailed Supporting Example:** The sun retains 99 percent of the cloud's mass.

Chapter 2 Introduction to the Integrated Writing Task

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Note-Taking Exercise

Answers may vary.

- 1 **Main Idea of the Passage:** Schools might be damaging their students' academic performance by cutting art and music programs.
- 2 **First Supporting Argument:** Music programs are less expensive to maintain than sports programs.
- 3 **Second Supporting Argument:** Playing an instrument

improves communication between the brainstem and the neocortex.

- 4 **Third Supporting Argument:** Music education has both intrinsic and extrinsic value.

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Tandem Note-Taking

Answers may vary.

Reading	Listening
Main Idea Music education should not be included in the regular curriculum.	Main Idea Schools might be damaging their students' academic performance by cutting art and music programs.
First Supporting Argument Schools need to attract the best teachers possible.	First Supporting Argument Music programs are less expensive to maintain than sports programs.
Supporting Detail need to offer teachers high salaries; cut all programs not included in standardized testing	Supporting Detail students supply instruments; music teachers no high salaries
Second Supporting Argument Music education does not improve math and science ability.	Second Supporting Argument Playing an instrument improves communication between the brainstem and the neocortex.
Supporting Detail music does not rely on logic but rather intuition	Supporting Detail math, science, listening, and foreign language skills increase
Third Supporting Argument Music education does not fit in well with our education system.	Third Supporting Argument Music education has both intrinsic and extrinsic value.
Supporting Detail no definite answers; cannot be graded; should not be graded; expression main pleasure	Supporting Detail music can give career; joy

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Strong Response

Opening sentence The reading passage and lecture both address the issue of music education in public schools.

Thesis statement The lecture presents arguments in favor of maintaining music programs. Thus it goes against the central argument made in the reading passage.

Topic sentence First, the lecturer states that music programs are not cost prohibitive. The lecturer mentions that sports programs are far more expensive to maintain than music programs. **Example** The reasons are that music students pay for their own equipment and music teachers are paid much lower salaries than most football coaches.

Contradictory sentence These points contradict the reading passage's argument that music programs are too expensive to maintain.

Topic sentence Next, the lecturer argues that playing

an instrument helps improve brain performance. **Example** The lecturer goes on to explain that, by strengthening the relationship between parts of the brain, students enhance their math and science abilities while improving their listening skills and foreign language learning ability. **Contradictory sentence** This goes against the argument made in the reading passage that music does not help students perform better in other subjects.

Topic sentence The lecturer concludes by mentioning that music education has both intrinsic and extrinsic value. That is, it can lead to careers in music for some students while imparting a sense of joy in all music students. **Example** This, the lecturer argues, allows students to become happier and more productive in other aspects of their lives. **Contradictory sentence** These arguments go a long way in rebutting the reading passage's claim that music education should not be incorporated into the educational system.

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Analysis Exercise

Score	5	4	3	2	1	Notes
Development				✓		This response is at level 3. It addresses the main points of the lecture but only mentions one of the points from the reading. More problematic, though, is the lack of development. The final paragraph in particular does not explain the points brought up; rather, it briefly mentions some of the key words from the listening (intrinsic and extrinsic) and simply says that music is good for schools. This, coupled with consistent minor grammatical mistakes (repeated misuse of "there" for their, "waist" for waste, and a lack of transitions), keeps the essay from scoring higher.
Organization			✓			
Unity			✓			
Language Use			✓			

Final Score **3**

Chapter 3 Introduction to the Independent Writing Section

Page 30

Generating Ideas

Answers may vary.

A. Agree:

Reason 1: By being polite, you can help strengthen your relationships with family and friends.

Reason 2: They will likely be kinder and more polite to you.

Reason 3: If you are polite to somebody who is in a bad mood, you can make that person feel better.

B. Disagree:

Reason 1: When you are angry or upset, it might be difficult to remain polite.

Reason 2: Generally, you treat strangers with less care because you do not know them and probably will not see them again.

Reason 3: When somebody is being rude to you or is not listening to you, it can be better not to be polite.

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Planning

Answers may vary.

Thesis Statement (Agree / Disagree)

I agree with the idea that it is important to be polite and courteous to everyone, even strangers.

First Supporting Idea

Being polite to family members can directly impact your quality of life.

Supporting Example

You spend a lot of time with your family, so you should be nice to them.

Second Supporting Idea

Being polite to strangers can both directly impact your life and indirectly impact all of society.

Supporting Example

By being polite to others, you inspire them to be polite, and so on.

Conclusion

Instead of making the world a more hostile place by being rude, make it a more hospitable place by being courteous.

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Strong Response

Opening sentences The world is becoming a ruder place. Children do not respect their elders. People do not hold doors open for others walking behind them. Customers use bad language when they do not get the service they want. **Thesis statement** In this world, where good manner and politeness are becoming increasingly scarce, I agree with the idea that it is important to be polite and courteous to everyone, even strangers.

Topic sentence Being polite to family members can directly impact your quality of life. **General statement** You are around your family in your most private moments throughout your entire life. Therefore, you need to foster good relationships with your family members. **Example** Being rude to your family members simply because you have had a bad day at work does not facilitate harmony and can actually irritate them. But by using such basic courtesies such as "Please" and "Thank you" in the home, you can help your family grow closer to each other and help them feel relaxed and comfortable.

Topic sentence Being polite to strangers can both directly impact your life and indirectly impact all of society. **General statement** By doing something as simple as holding a door open for a stranger, you can make that person feel less stressed while making yourself feel good. **Example** Indeed, research suggests that people living in polite societies tend to be happier. And by being courteous to others, you can influence them to be courteous as well. This will create a domino effect that will permeate throughout the whole of society, which will, in turn, improve the quality of life for everyone.

Summary So the next time you decide against thanking

your server at a restaurant, keep this thought in mind: Rudeness is a contagious disease. **Final comment** Instead of making the world a more hostile place by being rude, make it a more hospitable place by being courteous.

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Analysis Exercise

Score	5	4	3	2	1	Notes
Development			✓			This response addresses the topic somewhat well but is plagued by a few serious shortcomings. On the positive side, it is fairly well developed, with each body paragraph including supporting
Organization				✓		examples that are moderately developed. Also, most of the key sentences are fairly clear. What keeps this response from scoring higher is a lack of organization and unity. Each body paragraph fails to present clear arguments. For example, the first body paragraph does not express its main idea – getting respect by being less polite – until the closing sentences. On top of this, there is a lack of clear transitions between the supporting ideas in each body paragraph. On the whole, this level-3 response could have scored higher if it had better focus.
Unity				✓		
Language Use			✓			

Final Score **3**

Part B

Chapter 1 Integrated Writing: Education

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Note-Taking

Answers may vary.

- Main Idea of the Passage:** Schools are justified in spending large amounts of money on their sports teams.
- First Supporting Argument:** Modern sports facilities are needed in order to attract a greater number of fans to football games.
- Second Supporting Argument:** Schools can increase their revenues by investing in their football teams.
- Third Supporting Argument:** A good football team can give troubled youths a reason to stay in school.

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Critical Thinking

Answers may vary.

- How does spending large amounts of money on football go against the mission of public schools?
Schools should spend money in ways that benefit all students.

- How could the profits from a school's football program be used?

The profits could be used to purchase additional equipment for the school's sports teams or to buy new textbooks and other learning materials. The money could also be used to give teachers salary increases.

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Listening

03

Narrator (Male)

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

Professor (Male)

So we've all seen the headlines: "Schools spending millions on football." If you're like me, you see these and wonder to yourself how schools can spend so much on football when they're losing funding for everything else. The truth of the matter is they can't.

Some people argue that a lot of money needs to be spent on football programs to produce quality teams. That may be true, but does this really affect how enjoyable the games are to watch? By looking at the attendance numbers, you wouldn't think so. In most cases, attendance has remained steady for decades, and, in some places, attendance has actually decreased thanks in part to higher ticket prices brought on by the need of these schools to pay for their elaborate stadiums.

And you can guess how the teachers feel about all this spending. A recent news article highlighted the, um, twenty million dollars two Texas schools just spent on new football stadiums. At the same time, teachers are getting reductions in their health benefits and losing funding to purchase textbooks for their classes. If a school can't provide teachers with decent benefits, why is it spending millions on football stadiums? It seems as though many school districts are willing to lose talented educators in exchange for JumboTron screens for their stadiums.

You also have to keep in mind the mission of public schools, which is to give all students, regardless of their race, color, creed, social status, or any other factor, an equal education. By pouring millions into football, which, uh, only directly benefits players and coaches, schools are failing to fulfill their main duty. Rather than waste money on a program that has little-to-no academic benefit, these schools must work on maintaining high academic standards so that all students can benefit.

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Note-Taking

Answers may vary.

- Main Idea of the Lecture:** Schools cannot afford to spend large amounts of money on their football programs.
- First Supporting Argument:** Spending large amounts of money on football programs does not increase game attendance.
- Second Supporting Argument:** Schools spend money on stadiums in spite of losing classroom funding.
- Third Supporting Argument:** Schools should spend money on programs that directly benefit all students.

Critical Thinking

Answers may vary.

- 1 In what ways does the professor refute the points made in the reading?
He explains that attendance at football games has not improved as a result of investing in new stadiums and that investing in football programs does not benefit the entire school, which goes against the mission of public schools.
- 2 In what ways does the professor fail to address the arguments made in the reading?
He fails to mention the potential benefits that result from revenues generated by investing in football programs.

Tandem Note-Taking

Answers may vary.

Reading	Listening
Main Idea Schools are justified in spending large amounts of money on their sports teams.	Main Idea Schools cannot afford to spend large amounts of money on their football programs.
First Supporting Argument Modern sports facilities are needed in order to attract a greater number of fans to football games.	First Supporting Argument Spending large amounts of money on football programs does not increase game attendance.
Supporting Detail new stadium increased football game attendance	Supporting Detail higher prices; attendance decreases
Second Supporting Argument Schools can increase their revenues by investing in their football teams.	Second Supporting Argument Schools spend money on stadiums in spite of losing classroom funding.
Supporting Detail football games; so \$50,000 income	Supporting Detail waste money on stadiums; lose good teachers
Third Supporting Argument A good football team can give troubled youths a reason to stay in school.	Third Supporting Argument Schools should spend money on programs that directly benefit all students.
Supporting Detail troubled youths stay in school	Supporting Detail spend money for good teachers; benefit all students

Critical Analysis

- 1 Underline the topic sentence in each paragraph.
 - (A) *The professor's main purpose is to explain why school districts cannot afford to build elaborate football stadiums, and he does so by using three main supporting ideas.*
 - (B) *He begins by mentioning the correlation between expensive football stadiums and spectator attendance.*
 - (C) *The professor's next point is about funding.*
 - (D) *The professor concludes his lecture by brining up the purpose of public schools, which is to provide an equal education for all.*
- 2 Double underline the sentences that refer to the listening.
 - (A) *The professor says that most football programs have*

not seen an increase in attendance for many years and that some have actually seen a decrease in attendance due to higher ticket prices.

- (B) *He illustrates this by referencing two schools that each spent \$20 million on football stadiums at a time when teachers are losing their benefits and textbook funding.*
 - (C) *[T]he lecture states that spending so much money just on football does not give all students the benefits they deserve.*
- 3 List some of the transitions the writer used on the lines below.
He begins by mentioning... The professor's next point is... The professor concludes his lecture by...

Evaluation

Score	5	4	3	2	1	Notes
Development		✓				This response is at level 4. It addresses all of the main points of both the lecture and the reading in a fairly organized way. There are a few key problems, though, that keep this from being a level-5 response. The first problem is the lack of clarity. The writer brings up the professor's points, but the unclear language makes it difficult to understand what exactly they were. The next problem is the lack of unity. The response contrasts the reading and the lecture, but it fails to elaborate on the differences between them. The final problems are the minor spelling ("argument," "professer," etc.) and grammatical errors, which do not interfere with the meaning but can distract the reader.
Organization		✓				
Unity		✓				
Language Use			✓			

Final Score 4

Critical Analysis

Answer C

Answer C best supports one of the arguments from the lecture. Answers A and B both contradict the points made in the lecture.

Generating Ideas

Answers may vary.

A. Agree:

Reason 1: Earning enough money to live comfortably is sufficient.

Reason 2: Because you spend so much of your time at work, being happy at work makes you healthier in general.

Reason 3: People who enjoy their jobs usually work more efficiently.

B. Disagree:

Reason 1: Earning a high salary prevents any money-related problems from happening.

Reason 2: It is easier to live a comfortable, enjoyable life on a higher salary.

Reason 3: People who earn high salaries can save enough money to do what they truly enjoy.

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Planning

Answers may vary.

Thesis Statement (Agree / Disagree)

While money is certainly important, it is not nearly as important as being satisfied with your work.

First Supporting Idea

As long as you can live comfortably, money should not be an issue.

Supporting Example

compare my middle-income family with the wealthy neighbors

Second Supporting Idea

Job satisfaction is also an important part of a healthy life.

Supporting Example

explain experience working at a high-paying but terrible job

Third Supporting Idea

Finally, liking what you do is essential to working well.

Supporting Example

compare the efficiency of computer programmers who enjoy their work versus programmers who only care about the money

Conclusion

Being happy with your job is more important than earning a large paycheck.

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Critical Analysis

- Underline the topic sentence in each paragraph.
 - While money is certainly important, it is not nearly as important as being satisfied with your work.*
 - As long as you can live comfortably, money should not be an issue.*
 - Job satisfaction is also an important part of a healthy life.*
 - Liking what you do is essential to working well.*
 - However, being happy with your life is more important than having any amount of money, and it is for this reason that being happy with your job is more important than earning a large paycheck.*
- Double underline the sentences that include supporting details.
 - Although we never vacationed in Europe or owned a BMW, we were happy as a family.*
 - In contrast, our neighbors were quite wealthy.*
 - In spite of their material wealth, their family was not happy.*
 - Although I earn less than half as much money as I*

used to, I look forward to going to work each morning and now have enough energy to enjoy myself outside of work.

- Ⓔ *The study showed that those who enjoyed programming were nearly one hundred times more efficient coders than those who became programmers simply to earn a large paycheck.*

- 3 List some of the examples the writer used on the lines below.
middle-class family compared to wealthy family; the health consequences of working at a deplorable job; efficiency of computer programmers

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Evaluation

Score	5	4	3	2	1	Notes
Development				✓		This response merits a 3. The main problem is a lack of development. The writer has solid main ideas but fails to support them with enough details and explanations. Another issue is weak unity. The writer has failed to integrate the examples given in the second body paragraph (the happiness of Warren Buffet and Bill Gates) while the essay lacks strong transitions between its ideas. Finally, the grammatical errors prevent this essay from scoring higher.
Organization			✓			
Unity			✓			
Language Use			✓			

Final Score 3

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Critical Analysis

Answer A

Answer A best supports the central idea of the response and could easily be used as the topic sentence for the third body paragraph. Answer B directly contradicts the thesis while Answer C does not adequately support it.

Part B

Chapter 2 Integrated Writing: Political Science

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Note-Taking

Answers may vary.

- Main Idea of the Passage:** The Monroe Doctrine has allowed nations throughout the Americas to maintain their independence.
- First Supporting Argument:** The doctrine allowed the United States to expand its sphere of influence throughout the Americas.
- Second Supporting Argument:** The United States relied on the doctrine to prevent further colonization of the Americas by European powers.

- 4 **Third Supporting Argument:** The Monroe Doctrine helped promote political stability in Latin America.

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Critical Thinking

Answers may vary.

- How did the U.S. benefit from keeping European powers out of the Americas?
By keeping European powers out of the Americas, the U.S. was able to expand its own sphere of influence without competition from other powerful nations.
- Do you think the Monroe Doctrine ultimately helped other nations become independent?
No, I do not think the doctrine helped other nations become independent because the U.S. seemed to use the doctrine to justify sending its military to gain control of other nations in the Americas.

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Listening

05

Narrator (Male)

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

Professor (Female)

Um, as you know, the Monroe Doctrine was created by the U.S. to defend smaller nations throughout the Americas from European colonization. But if this was the case, then why did it seem primarily to protect the interests of the U.S.?

Well, first of all . . . the United States was not a powerful country at the time, so it created the doctrine as a way to become a major player on the global stage. However, it's not so readily apparent that the doctrine helped the U.S. gain any, um, international authority. On the contrary, the doctrine was almost a cry for the attention of then-superpower Great Britain. In fact, the only reason the doctrine was able to be enforced at all was that Great Britain tacitly supported it.

But that's not to imply that the doctrine did not fulfill its intended purpose. The U.S. was a rapidly growing nation yearning for more clout, and under the guise of checking colonization, it relied on the doctrine to usurp vast expanses of territory from Spain. By keeping the European powers at bay, the U.S. used the doctrine to fulfill its Manifest Destiny . . . the idea that U.S. territory should extend from the East to the West Coast. Clearly, there was a double standard at work.

So what ultimately became of the doctrine? Over the next several decades, the U.S. relied on it to establish, uh, hegemony throughout the Americas. Perhaps the most notable instance of this occurred in 1895, where the U.S. threatened to take strong action against Great Britain if it failed to resolve its dispute with Venezuela. Although the British prime minister initially objected to the demands of the U.S., he did not, um, push the issue further when the U.S. stood its ground. As a result, historians view this as the final concession by European powers of the U.S.'s dominance over the Americas.

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Note-Taking

Answers may vary.

- Main Idea of the Lecture:** The Monroe Doctrine was created for the benefit of the United States.
- First Supporting Argument:** The Monroe Doctrine did not help the U.S. gain international authority.
- Second Supporting Argument:** The doctrine was used to justify Manifest Destiny.
- Third Supporting Argument:** The U.S. relied on the doctrine to establish hegemony throughout the Americas.

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Critical Thinking

Answers may vary.

- In what ways does the lecturer refute the points made in the reading?
The lecturer refutes all of the arguments from the reading. It says that the doctrine did not allow the U.S. to gain any international authority, that the U.S. was not primarily interested in stopping colonization, and that the U.S. used the doctrine to gain some measure of control over Latin American nations.
- In what ways does the lecturer fail to address the arguments made in the reading?
She does a thorough job of refuting the points made in the reading.

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Tandem Note-Taking

Answers may vary.

Reading	Listening
Main Idea The Monroe Doctrine has allowed nations throughout the Americas to maintain their independence.	Main Idea The Monroe Doctrine was created for the benefit of the United States.
First Supporting Argument The doctrine allowed the United States to expand its sphere of influence throughout the Americas.	First Supporting Argument The Monroe Doctrine did not help the U.S. gain international authority.
Supporting Detail could not colonize w/o retribution from U.S.	Supporting Detail gained the support of Great Britain
Second Supporting Argument The United States relied on the doctrine to prevent further colonization of the Americas by European powers.	Second Supporting Argument The doctrine was used to justify Manifest Destiny.
Supporting Detail European powers no colonization	Supporting Detail gained lots of land from Spain
Third Supporting Argument The Monroe Doctrine helped promote political stability in Latin America.	Third Supporting Argument The U.S. relied on the doctrine to establish hegemony throughout the Americas.
Supporting Detail 1870s; prevented European powers from interfering	Supporting Detail Great Britain/Venezuela dispute

Critical Analysis

- Underline the topic sentence in each paragraph.
 - Her arguments largely refute the points made in the reading passage.*
 - The lecturer begins by agreeing with the reading's assertion that the U.S. was not a powerful nation when the doctrine was introduced.*
 - The professor's next point is about the relationship between the doctrine and colonization.*
 - Finally, the instructor argues that the doctrine was used to establish U.S. hegemony throughout the Americas.*
- Double underline the sentences that refer to the listening.
 - She says there is little evidence that the doctrine helped the U.S. gain any international authority and that it was created primarily to get the attention of Great Britain, which was the world's most powerful country at the time.*
 - As the lecturer noted, the doctrine kept European powers out of the Americas, thereby allowing the U.S. to seize vast amounts of land from France and Spain and to carry out its goal of Manifest Destiny.*
 - She illustrates this by mentioning how the U.S. relied on the doctrine to intervene on the conflict between Venezuela and Great Britain.*
- List some of the transitions the writer used on the lines below.
The lecturer begins by... The lecturer's next point is... Finally, the instructor argues that...

Evaluation

Score	5	4	3	2	1	Notes
Development			✓			This is a level-3 response. It features fairly strong organization, with each body paragraph focusing on the main ideas from the reading passage and lecture in a relatively clear manner. What holds this response back are the lack of development and the fact that it fails to explain which arguments come from the reading passage and which come from the lecture. Also, the grammatical mistakes, while minor when taken individually, are frequent enough to distract the reader.
Organization		✓				
Unity			✓			
Language Use			✓			

Final Score 3

Critical Analysis

Answer C

Answer C is the best choice because it provides a specific example from the lecture while explaining where it came from. Answer A is incorrect because it explains one of the points from the reading passage, but this response would benefit

from having more detail about the lecture. Answer B is also incorrect because it is a general statement that does not provide the level of detail needed to improve this response.

Generating Ideas

Answers may vary.

A. Having broad knowledge is more beneficial:

Reason 1: Having broad knowledge can make it easier to solve problems because you develop a broad understanding of many fields.

Reason 2: By receiving a broad education, you learn about a wide variety of subjects. In this way, they are able to discover which are most interests them.

Reason 3: With a broad knowledge base, you can solve problems across many fields.

B. Having specialized knowledge is more beneficial:

Reason 1: A specialized knowledge allows you to develop a high level of mastery in one area.

Reason 2: Many high-paying jobs require specialized knowledge, making it financially beneficial.

Reason 3: Having specialized knowledge gives you a greater sense of purpose in life.

Planning

Answers may vary.

Thesis Statement (Broad Knowledge / Specialized knowledge)

A specialized education is much more beneficial.

First Supporting Idea

Specializing in one area allows you to master a subject.

Supporting Example

Many fields require the mastery of a deep set of skills.

Second Supporting Idea

Individuals with specialized skills are able to land lucrative jobs more easily.

Supporting Example

Many high-paying jobs require specialized knowledge.

Third Supporting Idea

Professionals with specialized knowledge tend to have a greater sense of purpose in life.

Supporting Example

Explain the situations of two friends who recently graduated college.

Conclusion

For most people, obtaining a specialized education is much more beneficial as it can lead to a high-paying career and give a greater sense of purpose in life.

Critical Analysis

- Underline the topic sentence in each paragraph.
 - A specialized education is much more beneficial.*
 - Specializing in one area allows you to master a subject.*
 - Individuals with specialized skills are able to land lucrative jobs more easily.*
 - Professionals with specialized knowledge tend to have a greater sense of purpose in life.*
- Double underline the sentences that include supporting details.
 - Fields such as pharmacology and accounting require the mastery of a deep set of skills. Anything less than complete understanding in these fields is unacceptable.*
 - Many of today's highest-paying jobs, such as engineer and computer programmer, require specialized knowledge.*
 - The journalism friend has not been able to find a steady job that he enjoys while the engineering friend recently started a high-paying career as a nuclear engineer.*
 - The journalism friend always complains about how meaningless his life is.*
- List some of the examples the writer used on the lines below.
an engineer designing a bridge; a computer programmer writing code; the journalism student not having purpose in life; the engineering student enjoying life

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Evaluation

Score	5	4	3	2	1	Notes
Development			✓			In spite of some shortcomings, this is a strong response overall. The thesis statement is clear and well written as are most of the topic sentences. The paragraphs are nicely organized, and the transitions between them are smooth. Although there are a few grammatical and spelling mistakes (e.g. "peoples" instead of people's, "ineresting" instead of interesting, etc.), they do not interfere with the meaning. The only major weakness is a slight lack of development caused by some unclear examples. Overall, though, the writer's intent is clear, which is why this response merits a 4.
Organization		✓				
Unity		✓				
Language Use		✓				

Final Score 4

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Critical Analysis

Answer A

Answer A would best strengthen the response. Answer B contradicts the central idea of the response while Answer C is a specific fact that cannot be developed easily.

Part B

Chapter 3 Integrated Writing Topic: Engineering

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Note-Taking

Answers may vary.

- Main Idea of the Passage:** The Tacoma Narrows Bridge collapsed due to aerodynamic instability.
- First Supporting Argument:** The extremely narrow width of the main span of the bridge in relation to its length allowed the bridge to twist, thus causing it to collapse.
- Second Supporting Argument:** A lack of support cables contributed to the twisting motion, therefore contributing to the collapse of the bridge.
- Third Supporting Argument:** The bridge would not have collapsed had it been built out of stronger materials.

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Critical Thinking

Answers may vary.

- The main span of the Tacoma Narrows Bridge used solid steel plates that blocked the wind to support the roadbed. How do you think these may have contributed to the collapse?
These solid plates probably contributed to the collapse because they allowed the wind to move the roadbed more easily.
- Why do you feel the bridge designers did not use concrete in spite of its superior strength?
It is possible to infer from the last sentence that the designers felt concrete was too heavy a building material.

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Listening

07

Narrator (Male)

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

Professor (Male)

All right, class, today I want to discuss the importance of aerodynamics in bridge design. Now, you are aware of the famous Tacoma Narrows Bridge collapse, but you might not be aware of the role the bridge's design played in the collapse.

Let me start off by addressing the issue of the bridge's width. It's true that the main span of the bridge was very narrow, but this wasn't the reason why it collapsed. Galloping Gertie was the first bridge to employ plate girders to support the roadbed. These poorly designed plates were not at all aerodynamic and actually presented an obstacle for the wind. So, even if the engineers had quadrupled the width of the span, that would have done little to prevent the self-excited vibrations that ultimately led to the bridge's failure.

Another factor cited as a major cause of the collapse was the lack of support cables. While it's true that the slippage of one of the support cables contributed to the failure of the structure, there is little evidence to suggest that having an, uh, insufficient amount of support cables was a principle cause. Actually, given the amount of force created by the twisting

road surface, even having twice as many cables would not have prevented the swaying from occurring.

The last point I would like to mention is the bridge's building material. Undoubtedly, the bridge would still be standing today had it been built with steel-reinforced concrete. However, it is shortsighted to suggest that the bridge fell simply because it was built out of steel. Again, design was the determining factor. Had a truss design been used for the roadbed, the bridge would have remained intact because it would have easily allowed air to pass through . . . and the bridge would have been much more aerodynamic as a result.

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Note-Taking

Answers may vary.

- Main Idea of the Lecture:** A flawed design caused the Tacoma Narrows Bridge to collapse.
- First Supporting Argument:** The use of plate girders that were not aerodynamic contributed to the structural failure of the bridge.
- Second Supporting Argument:** There is little evidence to suggest that a lack of support cables contributed to the collapse of the bridge.
- Third Supporting Argument:** The use of an aerodynamic truss design would have prevented the bridge's collapse.

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Critical Thinking

Answers may vary.

- In what ways does the instructor refute the points made in the reading?
The lecture explains that the use of solid steel plates to support the roadbed contributed to the collapse more than the narrowness of the main span. It also mentions that increasing the number of cables would not likely have prevented the collapse and that the design of the roadbed contributed more to causing the collapse than the use of steel did.
- What examples does the instructor provide to support his argument?
He mentions the plate girders, which presented an obstacle for the wind. He also talks about the extreme force of the twisting motion. Finally, he mentions the truss design and how it would have made the bridge stronger.

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Tandem Note-Taking

Answers may vary.

Reading	Listening
Main Idea The Tacoma Narrows Bridge collapsed due to aerodynamic instability.	Main Idea A flawed design caused the Tacoma Narrows Bridge to collapse.
First Supporting Argument The extremely narrow width of the main span of the bridge in relation to its length allowed the bridge to twist, thus causing it to collapse.	First Supporting Argument The use of plate girders that were not aerodynamic contributed to the structural failure of the bridge.
Supporting Detail self-perpetuating twisting motion; could not rest	Supporting Detail quadrupling width of span would not have helped
Second Supporting Argument A lack of support cables contributed to the twisting motion, therefore contributing to the collapse of the bridge.	Second Supporting Argument There is little evidence to suggest that a lack of support cables contributed to the collapse of the bridge.
Supporting Detail support cables down twenty-five percent	Supporting Detail doubling number of support cables would not have helped
Third Supporting Argument The bridge would not have collapsed had it been built out of stronger materials.	Third Supporting Argument The use of an aerodynamic truss design would have prevented the bridge's collapse.
Supporting Detail concrete bridges stronger	Supporting Detail truss design; wind pass easily

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Critical Analysis

- Underline the topic sentence in each paragraph.
 - The lecture posits that the bridge collapsed due to a flawed design, which runs contrary to the points made in the reading passage.*
 - [T]he professor questions the reading's assessment that having a narrow main span contributed to the collapse of the Tacoma Narrows Bridge.*
 - The professor then moves on to the issue of the lack of support cables.*
 - The professor concludes his lecture by discussing the bridge's building materials.*
- Double underline the sentences that refer to the listening.
 - He says that the width of the bridge could not affect the bridge's structural integrity in any way.*
 - He does admit that a lack of support cables may have contributed to the collapse, but he believes that the twisting was so severe that even doubling the number of support cables would not have prevented the collapse.*
 - Had the bridge employed the more aerodynamic truss design, it would have remained standing to this day.*
- List some of the transitions the writer used on the lines below.
To begin with... The professor then moves on to... The professor concludes his lecture by...

Evaluation

Score	5	4	3	2	1	Notes
Development		✓				This response does a good job of interweaving points from the reading and the lecture. The strong organization and good use of transitions generally make the essay easy to understand. There are a few factors preventing this essay from scoring a 5 though. While the response is generally clear, the key sentence in the second body paragraph ("However, the professor says that not enough cables was not problem, because the force of the road was too much for the cables to handle.") is difficult to follow. The response also contains several spelling errors ("aeordynamic," "callapse"), misused words ("wideness"), shifts in verb tense, and other assorted errors that distract the reader.
Organization		✓				
Unity		✓				
Language Use			✓			

Final Score **4**

Critical Analysis

Answer A

Answer A is the best choice because it provides more detail from the lecture, which would help address the task of summarizing the lecture. Answers B and C are not correct because they are based on the arguments presented in the reading passage.

Chapter 3 Independent Writing: Making Decisions

Generating Ideas

Answers may vary.

A. Agree:

Reason 1: Consulting with others can allow you to consider your situation from a different perspective.

Reason 2: When you get advice from others, you are able to consider many different possible solutions.

Reason 3: Getting suggestions from others can allow you to make your decision confidently.

B. Disagree:

Reason 1: Getting advice from others can slow down the decision-making process.

Reason 2: Only you know what is best for yourself.

Reason 3: People might consider you indecisive and weak willed if you cannot make decisions alone.

Planning

Answers may vary.

Thesis Statement (Agree / Disagree)

I believe it is essential to consult with others when making important decisions.

First Supporting Idea

One of the strongest arguments in favor of consulting with others is the issue of impact.

Supporting Example

A major decision such as getting married can affect the lives of many others.

Second Supporting Idea

There is also the issue of gaining new perspectives.

Supporting Example

Even U.S. presidents get advice from others when making decisions.

Third Supporting Idea

Finally, there is the issue of confidence.

Supporting Example

Getting approval from others makes the decision-making process easier.

Conclusion

It is imperative to get advice from others when making important decisions.

Critical Analysis

1 Underline the topic sentence in each paragraph.

(A) *I believe it is essential to consult with others when making important decisions.*

(B) *One of the strongest arguments in favor of consulting with others is the issue of impact.*

(C) *Impact is not the sole justification for consulting others, however; there is also the issue of gaining new perspectives.*

(D) *Finally, there is the issue of confidence.*

2 Double underline the sentences that include supporting details.

(A) *I recently got married.*

(B) *This decision impacted not only my life but also the lives of my husband and our families.*

(C) *In this situation, I was not able to make a decision alone.*

(D) *Rather, I had to consult with the people who would be affected by the outcome of my decision to marry before I could make a decision.*

(E) *Even high-ranking leaders, such as the president of the United States, seek the opinions of others before making a decision.*

(F) *For instance, I once considered changing my career, but I was not confident that it was a wise decision to do so.*

3 List some of the examples the writer used on the lines below.

the impact of marriage on the couple and their families; leaders ask others from advice; not being able to execute a plan due to a lack of self-confidence

Evaluation

Score	5	4	3	2	1	Notes
Development				✓		This response has a lot of shortcomings that hold it back. Although it features decent organization bolstered by the use of transitional phrases between ideas, it is weakened by a lack of development and poor explanations. The example for the Third Supporting Idea is especially difficult to understand. Furthermore, the overall level of grammar and vocabulary is quite low, and the numerous typing errors make the response more difficult to read. For these reasons, this response earns a 2.
Organization			✓			
Unity				✓		
Language Use				✓		

Final Score 2

Critical Analysis

Answer B

Answer B is the best choice because body paragraph 2 argues that asking for the advice of others can slow down the decision-making process and prevent people from getting what they want.

Part B

Chapter 4 Integrated Writing Topic: Biology

Note-Taking

Answers may vary.

- Main Idea of the Passage:** The current global warming trend poses a threat to life on the Earth.
- First Supporting Argument:** Human activity has caused the Earth's temperature to rise during the last century, and it will continue to rise in the future.
- Second Supporting Argument:** Solar variation also contributes to global warming.
- Third Supporting Argument:** The problems caused by solar variation are compounded by an increase in CO₂ emissions.

Critical Thinking

Answers may vary.

- Do you think a rise in the Earth's average temperature by one degree over a period of a hundred years is harmful? Explain why you feel this way.
At any given time, the temperature across the Earth can differ by more than one hundred degrees Celsius, yet living creatures are still able to survive.

- How is the argument about the rise in CO₂ emissions flawed?

It fails to explain how the amount of CO₂ produced by human activity relates to the amount of CO₂ produced by nature.

Listening

09

Narrator (Male)

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

Professor (Female)

There is a lot of evidence to suggest that the Earth is getting warmer. If you look at all of the sensationalist headlines out there, you might conclude that we are heading for a major catastrophe. But when we look more closely at the data, this doesn't appear to be the case.

Global warming is something that occurs naturally as the Earth vacillates between warm and cool cycles. Right now, we are roughly in the middle of a warm cycle, albeit one that's warmer than most. However, if you look back through the geologic record, you'll find that there have been times within the past 10,000 years that have been much warmer than now. In other words, there is little to suggest that the current warming cycle is unnatural.

On top of that, solar radiation levels seem to have little effect on climate change. Even though the Earth has been moving closer to the sun for hundreds of years now, temperatures have only noticeably risen in the past century or so. What's more, even the main proponents of the solar radiation theory admit that, um, the role of solar variation in global warming must still be investigated.

Another favorite argument of global warming activists is that an increase in CO₂ levels as a result of human activity causes climate change. In reality, there is little strong evidence to support this. The fact is that CO₂ levels were five times higher during the time of the dinosaurs, so our current CO₂ levels are, uh, far from extreme. And according to scientists, nature produces over twenty-six times as much CO₂ as human beings do. In short, it seems that nature contributes far more to global warming than we do.

Note-Taking

Answers may vary.

- Main Idea of the Lecture:** Global warming does not pose a serious threat.
- First Supporting Argument:** The Earth naturally vacillates between warm and cool cycles.
- Second Supporting Argument:** There is little evidence to suggest that increased solar radiation levels contribute to global warming.
- Third Supporting Argument:** The increase in CO₂ levels as a result of human activity does not cause climate change.

Critical Thinking

Answers may vary.

- In what ways does the lecturer refute the points made in the reading?
The lecturer explains that the current global warming cycle is natural. She also mentions that there is little evidence to suggest that an increase in solar radiation levels contributes to global warming and that the increase in CO2 levels caused by human activity does not contribute to global warming.
- What examples does the lecturer provide to support her arguments?
The lecturer explains that there have been times in the past 10,000 years that have been warmer than now. She also explains that temperatures have only risen in the past one hundred years even though the Earth has been moving closer to the sun for centuries. Finally, she explains that CO2 levels were five times higher during the time of the dinosaurs and that nature produces twenty-six times as much CO2 as human beings do.

Tandem Note-Taking

Answers may vary.

Reading	Listening
Main Idea The current global warming trend poses a threat to life on the Earth.	Main Idea Global warming does not pose a serious threat.
First Supporting Argument Human activity has caused the Earth's temperature to rise during the last century, and it will continue to rise in the future.	First Supporting Argument The Earth naturally vacillates between warm and cool cycles.
Supporting Detail average temperature rise by three degrees Celsius by 2100	Supporting Detail in the past 10,000 years was warmer than now
Second Supporting Argument Solar variation also contributes to global warming.	Second Supporting Argument There is little evidence to suggest that increased solar radiation levels contribute to global warming.
Supporting Detail solar radiation levels highest in history	Supporting Detail the Earth has been moving closer to sun for hundreds of years; only recently gotten warmer
Third Supporting Argument The problems caused by solar variation are compounded by an increase in CO2 emissions.	Third Supporting Argument The increase in CO2 levels as a result of human activity does not cause climate change.
Supporting Detail CO2 emissions doubled in past 50 years	Supporting Detail CO2 levels five times higher during time of dinosaurs; nature produces more CO2

Critical Analysis

- Underline the topic sentence in each paragraph.
 (A) *The lecturer argues that the current global warming trend does not pose a serious threat to life on the Earth, which goes against the arguments presented in reading passage.*

- (B) *The lecturer begins by refuting the argument presented in the reading that the current rise in temperature is unnatural and unprecedented.*
 (C) *The professor then addresses the role solar radiation levels play in global warming.*
 (D) *The instructor concludes by debunking the idea that increased CO2 levels cause global warming.*
- Double underline the sentences that refer to the listening.
 (A) *The professor says that the Earth naturally goes through warm and cool cycles and that there have been times over the past 10,000 years that have been much warmer than now.*
 (B) *She illustrates this point by mentioning the fact that the Earth has been moving closer to the sun for hundreds of years but that temperatures have only risen in the last one hundred years.*
 (C) *She explains that CO2 levels were five times higher during the time of the dinosaurs and that nature produces much more CO2 than humans do.*
- List some of the transitions the writer used on the lines below.
The lecture begins by... The professor then addresses... The lecture concludes by...

Evaluation

Score	5	4	3	2	1	Notes
Development		✓				This is a strong response held back by a few weaknesses. Among its positive aspects are its strong organization, which follows a consistent style across all paragraphs, and its decent unity, with generally clear transitions that connect ideas well. What prevents this essay from scoring a 5 is some unclear language that results in slight lack of development ("She said that now is a warm cycle but it is not unusually warm. She also said the earth has been hotter in times during 10,000 years ago"). Also, the grammatical errors, while minor, are more frequent than would appear in a level-5 response.
Organization	✓					
Unity	✓					
Language Use		✓				

Final Score 4

Critical Analysis

Answer A

Answer A is the best choice because it develops the response by providing additional information about one of the arguments from the reading passage. Answers B and C both misrepresent points from the lecture and are therefore incorrect.

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Generating Ideas

Answers may vary.

A. Agree:

Reason 1: Technology makes life more efficient, so the amount of leisure time people have has increased.

Reason 2: Work schedules have become shorter and more flexible, and, as a result, people now have more leisure time.

Reason 3: Today, relaxation and leisure time have an increasing amount of importance with many people.

B. Disagree:

Reason 1: Some technology has made it more difficult for people to relax and to have leisure time.

Reason 2: As people become more competitive, they must spend more time improving themselves and their credentials.

Reason 3: Because people's spending habits have increased, they have to spend more time working in order to maintain their lifestyle.

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Planning

Answers may vary.

Thesis Statement (Agree / Disagree)

People will have more leisure time in the future than they do today.

First Supporting Idea

One of the key developments leading to this increase in leisure time has been changes to work culture.

Supporting Example

The numbers of hours people work has decreased over time.

Second Supporting Idea

The main factor that has brought about such changes in the workplace is technology.

Supporting Example

Cell phones and the Internet have made work more efficient.

Conclusion

But thanks to changes in the workplace brought on by changes to work culture and developments in technology, people can now afford to spend most of their time relaxing.

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Critical Analysis

1 Underline the topic sentence in each paragraph.

- (A) *As a result, people will have more leisure time in the future than they do today.*
- (B) *One of the key developments leading to this increase in leisure time has been changes to work culture.*
- (C) *The main factor that has brought about such changes in the workplace is technology.*

- (D) *But thanks to changes in the workplace brought on by changes to work culture and developments in technology, people can now afford to spend most of their time relaxing.*

2 Double underline the sentences that include supporting details.

- (A) *In the past, many people worked twelve or more hours per day, seven days per week, doing difficult work such as coal mining or farming.*
- (B) *Today, more and more people have task-based positions that give them greater flexibility in when, where, and how much they work. In the future, these types of jobs will become more common, thus leading to increased leisure time.*
- (C) *Developments in technology, such as cell phones, the Internet, and even robotic tractors, have made older jobs more efficient while creating new jobs that are less tedious and time consuming.*
- (D) *No longer do people have to spend hours driving to their destination or riding on a slow-moving train.*
- (E) *Technology such as the jetliner and bullet train has made traveling more efficient and allow people to spend their free time as they should: relaxing.*

3 List some of the examples the writer used on the lines below.

changes to the number of hours people work; technology that has made life more efficient

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Evaluation

Score	5	4	3	2	1	Notes
Development	✓					This is a strong response. It has a clear topic sentence, good development of its supporting ideas, strong organization, and a high level of unity. What keeps this response from earning a 5, however, are the errors in language use, such as "lives" instead of "lives" and "more wealthy" instead of "wealthy." Although none of these grammatical errors hinders the reader individually, their frequency does distract the reader and lessens the overall impact of the response.
Organization	✓					
Unity		✓				
Language Use		✓				

Final Score 4

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Critical Analysis**Answer B**

Answer B best expresses the idea of the highlighted sentence. Both Answers A and C misrepresent the idea of the highlighted sentence.

Part B

Chapter 5 Integrated Writing: Literature

Page 103

Note-Taking

Answers may vary.

- 1 **Main Idea of the Passage:** The movement away from reading literature has negatively affected society.
- 2 **First Supporting Argument:** Literature sustains and develops culture.
- 3 **Second Supporting Argument:** Literature develops the imagination.
- 4 **Third Supporting Argument:** Most people are too lazy to read literature.

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Critical Thinking

Answers may vary.

- 1 What other forms of media can help develop culture?
Television, movies, and music can all reflect and develop culture.
- 2 Do you think only literature can develop the imagination? Explain why you feel this way.
No, I do not think so because films and television can inspire wonder with their unique, visually appealing worlds. Listening to music can also cause people to create images in their minds.

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Listening

© 11

Narrator (Male)

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

Professor (Female)

You know, a lot of groups out there are lamenting the decline in literary reading among adults of all age groups. They say that this will result in nothing short of cultural genocide. Sounds pretty horrific, right? Well, in reality, the decline in literary reading is not as tragic as it's made out to be.

Yes, it's true that people aren't reading as much literature as they used to. But that's not to say that people aren't reading at all anymore. On the contrary, the number of people who read has actually increased. And these people aren't simply reading tabloids and comic books; many of today's best-selling works are multifaceted scientific, political, and historical texts. While these sorts of writings may not develop the imagination as much as, say, a Charles Dickens novel, they are, um, nevertheless intellectually stimulating and engaging.

Also, there are many other forms of non-literary activity, such as listening to music and watching television. Not only do these other activities offer genuine entertainment, but they also provide people with a multitude of creative outlets that simply didn't exist a century ago. Really, the decrease in literary reading is due to cultural changes brought about by advances in technology. Television, movies, music, and even video games all develop culture much in the same way that

novels and others forms of literature do.

And don't blame the readers for reading less literature. Many of today's literary works are too abstruse to be enjoyed. What I mean is, um, most pieces of literature are simply overly complex and cannot be understood easily. I mean, think about it. When you look for entertainment, you want to find a relaxing way to escape the monotony of everyday life. But because a lot of literature requires so much effort on the part of the reader, many people find they simply cannot enjoy it.

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Note-Taking

Answers may vary.

- 1 **Main Idea of the Lecture:** The decline in literary reading is not that serious a problem.
- 2 **First Supporting Argument:** More people read today than before.
- 3 **Second Supporting Argument:** There are other forms of non-literary activity.
- 4 **Third Supporting Argument:** Many of today's literary works are too complex.

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Critical Thinking

Answers may vary.

- 1 In what ways does the instructor refute the points made in the reading?
The lecturer largely refutes the points in the reading in saying that other forms of writing develop the imagination and critical thinking skills. Next, she mentions that other forms of media develop culture. Finally, she says that most literature is too difficult to enjoy as relaxing entertainment.
- 2 In what ways does the instructor fail to address the arguments made in the reading?
She does not completely refute the reading's argument that people do not read literature because they are lazy.

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Tandem Note-Taking

Answers may vary.

Reading	Listening
Main Idea The movement away from reading literature has negatively affected society.	Main Idea The decline in literary reading is not that serious a problem.
First Supporting Argument Literature sustains and develops culture.	First Supporting Argument More people read today than before.
Supporting Detail historical record of culture	Supporting Detail difficult science, political and history texts
Second Supporting Argument Literature develops the imagination.	Second Supporting Argument There are other forms of non-literary activity.
Supporting Detail readers visualize worlds in novels	Supporting Detail television, movies, music, and video games develop culture
Third Supporting Argument Most people are too lazy to read literature.	Third Supporting Argument Many of today's literary works are too complex.
Supporting Detail modern entertainment not engaging	Supporting Detail relax during free time

Critical Analysis

- Underline the topic sentence in each paragraph.
 - She presents information that suggests the decline is not harmful and thus contradicts the reading passage's claim that the shift away from reading literature has negatively affected society.*
 - First of all, the lecturer says that while people are not reading as much as they used to, the total number of people who read has risen.*
 - Another main point is that many other forms of non-literary activities, such as music and television, exist.*
 - Finally, the professor explains that the decrease in literary reading may be because of the books themselves.*
- Double underline the sentences that refer to the listening.
 - The professor goes on to explain that today's most popular books are deep, multifaceted texts.*
 - She further asserts that these texts are intellectually stimulating and engaging.*
 - The professor argues that these forms of media offer not only entertainment but also additional creative outlets.*
 - She further contends that the decrease in reading is the result of cultural changes and that these new forms of media develop culture in the same way novels do.*
 - She explains that a majority of literary works are too difficult to be enjoyed and that a lot of people want a relaxing way to spend their free time.*
- List some of the transitions the writer used on the lines below.
First of all... The professor goes on to explain... She further asserts... Another main point is... She further contends... Finally...

Evaluation

Score	5	4	3	2	1	Notes
Development			✓			This response has a few key shortcomings that keep it from scoring higher. On the positive side, it mentions all of the points from the listening passage although it misrepresents a few of the ideas. However, the fundamental flaw with this response is its failure to make connections between the listening and reading. The weak grammar, numerous spelling mistakes, and confusing sentences further detract from the response. Overall, this response earns a 3.
Organization			✓			
Unity				✓		
Language Use				✓		

Final Score **3**

Critical Analysis

Answer B

Answer B is the best choice because it most accurately

summarizes the argument presented in the reading passage. Answer A is not mentioned in either the reading passage or the lecture while Answer C is not directly stated in the reading passage.

Generating Ideas

Answers may vary.

A. Agree:

Reason 1: Learning about global news events can teach you about issues that affect people around the globe, which allows you to better understand similar events in your area.

Reason 2: Events that occur in other nations, such as viral outbreaks and wars, have the potential to spread around the globe.

Reason 3: People should care about the plights of others even if they do not know the other people.

B. Disagree:

Reason 1: Most people are very busy with their daily obligations to follow world events.

Reason 2: To understand events in other places properly, you must have some knowledge of the country and its history.

Reason 3: News stories are inherently shocking and tragic, so following world news events can cause unnecessary negative emotions.

Planning

Answers may vary.

Thesis Statement (Agree / Disagree)

People should not follow world events that do not relate to them.

First Supporting Idea

Most people are consumed with the events in their own lives.

Supporting Example

In a typical day, most people have to do several errands.

Second Supporting Idea

Related to this is the issue of unnecessary emotional burdens.

Supporting Example

News stories are emotionally taxing.

Third Supporting Idea

Even if people were to follow news stories that do not affect them, they would not be able to understand the true nature of the events.

Supporting Example

Understanding the significance of events such as economic situations or political elections requires a profound knowledge of a country's history, culture, and language.

Conclusion

But, for the reasons given above, it is better to remain unaware of world news events that have no bearing on your life.

Critical Analysis

- Underline the topic sentence in each paragraph.
 - For the following three reasons, I do not believe so.*
 - For one, most people are consumed with the events in their own lives.*
 - Related to this is the issue of unnecessary emotional burdens.*
 - Even if people were to follow news stories that do not affect them, they would not be able to understand the true nature of the events.*
 - For the reasons given above, it is better to remain unaware of world news events that have no bearing on your life.*
- Double underline the sentences that include supporting details.
 - In a typical day, most people have to do several errands, such as dropping their kids off at school, finishing a report before a meeting, having lunch with a new business client, being on time for soccer practice, and so forth.*
 - News stories are such because they are shocking, tragic, or horrific.*
 - Most people already have enough stress in their lives, and following news stories from around the world would only add to this emotional burden.*
 - Understanding the significance of events such as economic situations or political elections requires a profound knowledge of a country's history, culture, and language.*
 - Outsiders with no connection to the country simply cannot fathom these types of events.*
- List some of the examples the writer used on the lines below.

daily activities in people's lives; emotionally taxing nature of news stories; difficulty in understanding the significance of story without knowing a nation's culture

Evaluation

Score	5	4	3	2	1	Notes
Development			✓			This response is more developed than most level-2 responses, with two of the body paragraphs including examples to illustrate supporting ideas. What keeps this essay from scoring higher is a lack of coherence between paragraphs. The third body paragraph fails to relate to the topic in any meaningful way while the poor grammar in other paragraphs ("If someone gets an disease in the other place, they know suddenly show aobut getting the disease") make it difficult for the reader to understand the ideas the writer is trying to present.
Organization				✓		
Unity				✓		
Language Use				✓		

Final Score **2**

Critical Analysis

Answer C

Answer C is the best choice because body paragraph 3 mentions empathy and the idea of caring for other people.

Part B

Chapter 6 Integrated Writing: Environmental Studies

Note-Taking

Answers may vary.

- Main Idea of the Passage:** Green consumerism will prevent environmental destruction.
- First Supporting Argument:** Green consumerism is an easy way for people to help protect the environment.
- Second Supporting Argument:** Green consumerism benefits consumers because green products are of a higher quality than regular products.
- Third Supporting Argument:** Green consumerism leads to other environmental activism.

Critical Thinking

Answers may vary.

- What do you think some potential drawbacks of green products are?
They might have drawbacks such as environmentally damaging production and transportation methods and higher prices than regular products.
- How can green consumerism actually harm the environment?
It might cause people to believe that green consumerism is enough to protect the environment. As a result, they might stop doing other things that are more helpful for the environment, such as reducing consumption.

Listening

13

Narrator (Male)

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

Professor (Male)

Um, so let me pose a question: Is green consumerism as beneficial as it's made out to be? Well, it's a complicated issue, but let me start by addressing some common misconceptions.

All right, so there's a prevailing notion that, by making a few small changes to your shopping habits, you can help curb environmental destruction and climate change. Unfortunately, this isn't really the case. Let me give you an example. If every person in the world bought only green products for an entire year, the reduction in pollutants would only be equivalent to one power plant shutting down for one day. In other words,

the environmental benefits of green consumerism are so minute that they aren't even beneficial.

Another belief is the idea that green products perform in a manner that is superior to regular products. Um . . . some green products, such as hybrid cars, perform better than conventional products. But most green products have something called a hidden cost. That's when a product has a disadvantage that outweighs its advantages. For instance, take compact florescent light bulbs. Although they have a much greater lifespan than regular light bulbs, they are made by using toxins and other carcinogens that can severely damage the environment if they are not disposed of properly. In short, many supposedly green products may not be helpful to the environment at all.

Last, there is the notion that green consumerism drives people to become more environmentally active. Well, that may be true for some people, but most people, um, develop a false sense of complacency. That is to say, they think shopping green is enough to help save the environment. As a result, these people are less likely to recycle, to reduce consumption, or to use alternative energy sources . . . all things that make sizable contributions to protecting the environment.

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Note-Taking

Answers may vary.

- 1 **Main Idea of the Lecture:** Green consumerism may not be as beneficial as it is thought to be.
- 2 **First Supporting Argument:** Making small changes to your shopping and consuming habits is not effective at preventing environmental destruction.
- 3 **Second Supporting Argument:** Most green products do not offer performances better than those of regular products.
- 4 **Third Supporting Argument:** Green consumerism does not cause people to become more environmentally active.

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Critical Thinking

Answers may vary.

- 1 In what ways does the professor refute the points made in the reading?
The professor dispels the notion that small changes to shopping habits can curb environmental destruction. He also refutes the idea that all green products have performances superior to those of regular products, and that green consumerism causes people to become more environmentally active.
- 2 In what ways does the professor fail to address the arguments made in the reading?
The professor fails to discredit all of the possible environmental benefits of green consumerism.

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Tandem Note-Taking

Answers may vary.

Reading	Listening
Main Idea Green consumerism will prevent environmental destruction.	Main Idea Green consumerism may not be as beneficial as it is thought to be.
First Supporting Argument Green consumerism is an easy way for people to help protect the environment.	First Supporting Argument Making small changes to your shopping and consuming habits is not effective at preventing environmental destruction.
Supporting Detail reduce landfill waste by 10 percent	Supporting Detail green consumerism is like shutting down one power plant for a day
Second Supporting Argument Green consumerism benefits consumers because green products are of a higher quality than regular products.	Second Supporting Argument Most green products do not offer performances better than those of regular products.
Supporting Detail fluorescent light bulbs last five times longer	Supporting Detail hidden costs; carcinogens in fluorescent light bulbs
Third Supporting Argument Green consumerism leads to other environmental activism.	Third Supporting Argument Green consumerism does not cause people to become more environmentally active.
Supporting Detail creates domino effect	Supporting Detail less likely to recycle, to reduce consumption

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Critical Analysis

- 1 Underline the topic sentence in each paragraph.
 - (A) *In the listening, the lecturer makes arguments that contradict the points made in the reading.*
 - (B) *The lecturer begins by discrediting the notion that people can curb environmental destruction by making only small changes to their shopping habits.*
 - (C) *Next, the lecturer refutes the belief that green products offer superior performances over those of regular products.*
 - (D) *The lecturer concludes by explaining that green consumerism does not lead people to become more environmentally active and that most green consumers are less likely to recycle or to use alternative energy sources.*
- 2 Double underline the sentences that refer to the listening.
 - (A) *He illustrates this by explaining that if every person on the planet bought only green products for a year, it would only reduce pollutants as much as the shutting down of a single power plant for one day.*
 - (B) *He explains that most green products have a hidden cost and illustrates this by mentioning the carcinogens contained in florescent light bulbs.*
 - (C) *The lecturer concludes by explaining that green consumerism does not lead people to become more environmentally active and that most green consumers are less likely to recycle or to use alternative energy sources.*

- 3 List some of the transitions the writer used on the lines below.

The lecturer begins by... Next... The lecturer concludes by... Again...

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Evaluation

Score	5	4	3	2	1	Notes
Development			✓			This level-3 response frames the issues well. It discusses the points made in the listening and reading about green consumerism in somewhat unclear and error-prone language ("He says that the benefits of green products have a hidden cost, which means that there more benefits outweighs the advantages"). Also, the third point wrongly attributes one of the arguments from the reading to the listening ("Lastly, the listening talked about the green consumerism domino effect"). For these reasons, this response earns a 3.
Organization				✓		
Unity				✓		
Language Use			✓			

Final Score **3**

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Critical Analysis

Answer A

Answer A is the best choice because it most accurately expresses the idea of the highlighted sentence. Answer B goes against the argument presented in the lecture while Answer C is not mentioned.

Chapter 6 Independent Writing: Spending Money on International Issues

Page 126

Generating Ideas

Answers may vary.

A. Agree:

Reason 1: By spending money on international issues, rich nations can develop closer relationships with developing nations.

Reason 2: When rich nations give money to poorer nations, both the poorer nations and the rich nations can ultimately benefit.

Reason 3: If problems in less developed nations go unchecked, they can spread and become more severe.

B. Disagree:

Reason 1: Nations have an obligation to treat the problems of their own citizens first.

Reason 2: Donated money could be used by the leaders of other countries for purposes other than originally intended.

Reason 3: Rich nations might have other motives for giving assistance, such as forcing other nations to

adopt a specific policy or to create new trading partners.

Page 127

Planning

Answers may vary.

Thesis Statement (Agree / Disagree)

I agree with the statement that the governments of rich nations should spend money on international issues rather than on domestic problems.

First Supporting Idea

First, donations from rich nations can prevent international issues from spreading and becoming more serious.

Supporting Example

To illustrate, consider the food shortages in North Korea.

Second Supporting Idea

Second, aid from rich nations can help make all nations of the world prosperous.

Supporting Example

As poorer nations gain economic prowess, they become important trading partners with the nations that provided them aid.

Third Supporting Idea

Finally, by spending money on international issues, rich nations can bring about global stability and promote world peace.

Supporting Example

This financial generosity has allowed the U.S. to gain allies in virtually every corner of the globe, therefore enabling the U.S. to maintain global stability.

Conclusion

But for the reasons given above, it is clear that rich nations should spend money on international issues rather than on domestic problems.

Page 00

Critical Analysis

- Underline the topic sentence in each paragraph.

- Therefore, I agree with the statement that the governments of rich nations should spend money on international issues rather than on domestic problems.*
- First, donations from rich nations can prevent international issues from spreading and becoming more serious.*
- In addition to preventing problems from spreading, aid from rich nations can help make all nations of the world prosperous.*
- But for the reasons given above, it is clear that rich nations should spend money on international issues rather than on domestic problems.*

- Double underline the sentences that include supporting details.

- When rich nations provided aid, the North Korean people were able to subsist.*
- However, now that international aid has been cut off, thousands of North Koreans have been dying from starvation.*

- Ⓒ Rich nations must assist poorer nations in developing infrastructure and improving living standards for their citizens.
- Ⓓ As poorer nations gain economic prowess, they become important trading partners with the nations that provided them aid.
- Ⓔ This allows the richer nations to develop their own economies while helping the people of less developed nations become wealthy.

3 List some of the examples the writer used on the lines below.

food shortages in North Korea; poor nations becoming trading partners with rich nations; the United States and its allies throughout the world

Page 131

Evaluation

Score	5	4	3	2	1	Notes
Development			✓			At first glance, this essay has the appearance of a strong response. The paragraphs are reasonably well organized and generally flow smoothly. The two main issues keeping this response from scoring higher are its lack of clarity and development, which are caused by weak language use. This is most acutely seen in the second body paragraph, where most of the sentences, including the topic sentence ("Next giving too much money to other governments can revolt to the people") are extremely unclear.
Organization			✓			
Unity			✓			
Language Use				✓		

Final Score **3**

Page 131

Critical Analysis

Answer B

Answer B would best support the passage. Although the response discusses money, it does not mention taxation, making Answer A incorrect. And while the response mentions citizens becoming unhappy, the situation is not similar enough to the American and French revolutions to use them as examples, making Answer C also incorrect.

Part B

Chapter 7 Integrated Writing: Business

Page 135

Note-Taking

Answers may vary.

- Main Idea of the Passage:** American companies should adopt American policies at their overseas affiliates.
- First Supporting Argument:** Following American policies would increase safety.

- Second Supporting Argument:** Enforcing an American code of ethics would provide employees with better working conditions.
- Third Supporting Argument:** Companies can improve their business by enforcing American work standards.

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Critical Thinking

Answers may vary.

- How can the following American policies abroad reduce a company's competitiveness?
Following American policies might be more expensive than following the local policies of a country, so it would reduce the company's profit margin.
- Do you think all subsidiaries would appreciate having to follow an American code of ethics?
No, I do not think so because some people might disagree with or even resent certain American policies.

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Listening

Ⓒ 15

Narrator (Male)

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

Professor (Male)

Now, let's talk a bit about American companies that open operations abroad. You know, many criticize these companies for failing to require their international subsidiaries to adopt American policies, but I've always believed that when in Rome, do as the Romans do.

First, by not following local policies, these companies are, you know, losing tremendous business opportunities and hampering their competitiveness. For example, consider the case of the cell phone company that could not release its products in China because it, uh, failed to adhere to the government's policies preventing the use of Bluetooth technology. Because of this unwillingness to comply with local standards, the company lost tens of millions of dollars in potential revenue.

And, speaking of following local customs, many American companies need to pay wages that are, um, in step with the local job market. To illustrate, American car companies paid their employees in Mexico double the legally mandated minimum wage because, from an American perspective, it was too low. As a result of this, the companies were unable to match the profit margins of other firms and ultimately had to move their operations to places where wages were even lower. In short, these companies had to fire all of their Mexican employees because they wanted to pay them higher wages.

On top of this is the issue of American ethical imperialism. What I mean is, by imposing American work standards onto their overseas affiliates, these companies are, um, alienating their foreign workforce and client base. To illustrate, one semiconductor manufacturer recently baffled and offended its foreign managers by requiring them to participate in a sexual harassment course. Indeed, many have long criticized this practice of forcing America cultural norms on others because they, um, often clash with the cultural values of the host country.

Note-Taking

Answers may vary.

- 1 **Main Idea of the Lecture:** American companies should adopt local customs when doing business internationally.
- 2 **First Supporting Argument:** Companies lose business opportunities by not following local policies.
- 3 **Second Supporting Argument:** American companies should pay wages appropriate for the local market.
- 4 **Third Supporting Argument:** Imposing an American code of ethics on foreign subsidiaries might alienate the foreign workforce and client base.

Page 137

Critical Thinking

Answers may vary.

- 1 In what ways does the lecturer refute the points made in the reading?
The lecturer argues that following American policies reduces a company's competitiveness, that paying American wages can force a foreign affiliate to go out of business, and that forcing others to follow American policies can damage business relationships.
- 2 In what ways does the lecturer fail to address the arguments made in the reading?
The lecturer fails to address the increases in safety and improvements to a company's reputation brought about by following American policies.

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Tandem Note-Taking

Answers may vary.

Reading	Listening
Main Idea American companies should adopt American policies at their overseas affiliates.	Main Idea American companies should adopt local customs when doing business internationally.
First Supporting Argument Following American policies would increase safety.	First Supporting Argument Companies lose business opportunities by not following local policies.
Supporting Detail Bhopal, India, accident	Supporting Detail cell phone company could not release phone; did not comply with Chinese policies
Second Supporting Argument Enforcing an American code of ethics would provide employees with better working conditions.	Second Supporting Argument American companies should pay wages appropriate for the local market.
Supporting Detail outlaw child labor	Supporting Detail American company paid Mexican workers high wage; could not compete
Third Supporting Argument Companies can improve their business by enforcing American work standards.	Third Supporting Argument Imposing an American code of ethics on foreign subsidiaries might alienate the foreign workforce and client base.
Supporting Detail shoe company boycott; adopted American policies	Supporting Detail managers offended by sexual harassment course

Critical Analysis

- 1 Underline the topic sentence in each paragraph.
 - (A) *While the reading supports adopting American policies, the lecturer strongly opposes it.*
 - (B) *The professor begins by arguing that following American policies reduces the competitiveness of a company.*
 - (C) *The lecturer then argues that companies lose business by following American policies.*
 - (D) *The instructor concludes by arguing that companies that impose American work standards on foreign subsidiaries can alienate their foreign workforce and potential client base.*
- 2 Double underline the sentences that refer to the listening.
 - (A) *This is illustrated by a cell phone company that was unable to release its product in China because it refused to comply with Chinese policies, so it therefore lost millions of dollars in potential revenue.*
 - (B) *For example, one car company paid its Mexican workers the American minimum wage rather than the local minimum wage.*
 - (C) *By doing this, the company was not able to compete with other manufacturers and consequently had to move its production facilities elsewhere.*
 - (D) *This is explained with the case of an American company that offended its foreign staff by requiring them to take a course on sexual harassment.*
- 3 List some of the transitions the writer used on the lines below.
The professor begins by... The lecturer then argues... The instructor concludes by...

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Evaluation

Score	5	4	3	2	1	Notes
Development		✓				This response does many things well. First, it generally does a good job of contrasting points from the reading passage and lecture. The response is also fairly well organized, especially in the second and third body paragraphs. This is bolstered by the fact that the response reads smoothly and includes clear connections between its ideas. What keeps this out of the level-5 range is the slight lack of development (especially the first body paragraph), which makes it difficult to fully understand the relationship between the reading passage and lecture, coupled with the minor but somewhat frequent grammatical errors.
Organization		✓				
Unity		✓				
Language Use		✓				

Final Score 4

Critical Analysis

Answer A

Answer A is the best choice because it most accurately expresses the relationship between the first arguments presented in the reading passages and lecture. Answers B and C are not directly stated in either the reading passage or the lecture.

Chapter 7 Independent Writing: Class Attendance Should Not Be Required

Generating Ideas

Answers may vary.

A. Agree:

- Reason 1:** Making class attendance optional forces students to become independent, self-motivated workers.
- Reason 2:** Learning is assessed based solely on one or two major tests; for this reason, class attendance should be optional.
- Reason 3:** In university, students have access to textbooks, millions of library books, academic databases, and professors to help them with their studies.

B. Disagree:

- Reason 1:** Mandatory class attendance can make learning more organized and help students focus on their studies.
- Reason 2:** By having only one assignment, students have only one chance to do well and have no opportunities to improve their performance.
- Reason 3:** Going to class is like going to work, so, in this regard, mandatory class attendance prepares students to become employees with a set schedule.

Planning

Answers may vary.

Thesis Statement (Agree / Disagree)

I believe that class attendance should be mandatory even for university students because it provides a more structured learning environment, makes the grading process more equitable, and prepares students better for the working world.

First Supporting Idea

By making class attendance mandatory, students receive a superior education in a more structured learning environment.

Supporting Example

Students can study more efficiently.

Second Supporting Idea

In conjunction with making studying more structured, mandatory class attendance also makes the grading process more equitable.

Supporting Example

Having many assignments allows students to improve over

the semester.

Third Supporting Idea

Class attendance can help prepare students for the working world.

Supporting Example

Going to class is similar to going to the office.

Conclusion

And while a minority of students may flourish in a university environment in which class attendance is not mandatory, for the reasons I listed above, I feel that the majority of students learn best when they are required to go to class.

Critical Analysis

- Underline the topic sentence in each paragraph.
 - I believe that class attendance should be mandatory even for university students because it provides a more structured learning environment, makes the grading process more equitable, and prepares students better for the working world.*
 - By making class attendance mandatory, students receive a superior education in a more structured learning environment.*
 - In conjunction with making studying more structured, mandatory class attendance also makes the grading process more equitable.*
 - To this end, mandatory class attendance is unquestionably pertinent.*
- Double underline the sentences that include supporting details.
 - University professors are experts in their fields and are therefore able to provide insight into subjects that students might not be able to glean themselves.*
 - Furthermore, as many university students are still fairly immature, mandatory class attendance can help them remain focused on their studies while providing them with a study plan to make learning possible.*
 - Students would have only one opportunity to demonstrate their learning, and if they did not study properly, they would fail the class.*
 - However, mandatory class attendance allows students to test their knowledge at various intervals over the course of a semester and make changes to their study habits as needed.*
 - Very few jobs allot employees, especially recent graduates, the freedom and flexibility to work wherever and whenever they want.*
 - When the students become employees, they will be expected to work regular hours according to a strict schedule.*
- List some of the examples the writer used on the lines below.

professors are experts; university students need structure; many assignments can help students perform better; class attendance is similar to work attendance

Evaluation

Score	5	4	3	2	1	Notes
Development			✓			This response is at level 3. On the positive side, the response is reasonably well developed, and the organization is fairly good, with each paragraph staying on topic. Additionally, the sentence structure is somewhat varied throughout the response. What prevents this essay from scoring high is a lack of unity, especially in the second body paragraph ("which means that even if you don't go to the lecture, you can still know what they have to teach, like the english teacher who puts the notes up online and then the study guide"). Some of the grammar and syntax also obscures the meanings of some sentences. Overall, this is a solid essay that could be much better with a few important changes.
Organization			✓			
Unity				✓		
Language Use				✓		

Final Score **3**

Critical Analysis

Answer C

Answer C is the best choice because body paragraphs 1 and 2 both address the issue of studying outside of class. The content of body paragraph 3 cannot be joined with the content in the other body paragraphs, making Answers A and B incorrect.

Part B

Chapter 8 Integrated Writing: Computer Science

Note-Taking

Answers may vary.

- Main Idea of the Passage:** Traditional encyclopedias offer important advantages over online encyclopedias.
- First Supporting Argument:** Traditional encyclopedias are more accurate than online encyclopedias.
- Second Supporting Argument:** Traditional encyclopedias offer greater security than online encyclopedias.
- Third Supporting Argument:** Traditional encyclopedias contain only relevant information.

Critical Thinking

Answers may vary.

- How can it be beneficial that virtually anyone can edit online encyclopedias?

Because virtually anyone can edit online encyclopedias, new information can be added easily, and errors can be corrected quickly.

- Do you think traditional encyclopedias or online encyclopedias cover a wider variety of topics? Explain why you feel this way.
I think online encyclopedias cover a wider variety of topics because anyone can contribute to them, which means that their personal interests can be included.

Listening

© 17

Narrator (Male)

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

Professor (Male)

With the rising popularity of Internet encyclopedias, traditional encyclopedias may soon become relics of the past. This should come as no surprise to anyone who has used both.

So, one supposed benefit of traditional encyclopedias is the fact that they contain fewer errors. While this may be the case, online encyclopedias have an advantage of their own that counters this: changeability. You see, because only a select group of people edit hardcover encyclopedias, errors in them can sometimes stay unchecked for years or even decades. But with online encyclopedias, this simply isn't a problem. Errors can be corrected immediately, ensuring that inaccurate information gets removed quickly.

Also, Internet encyclopedias have their own safeguards that protect them from the spread of harmful misinformation. That's because online encyclopedias have groups of dedicated fact checkers—most of whom are professors and other scholars—who make sure that the information in the articles is as accurate as possible. Material that is incorrect or lacks citations may be challenged and removed if no outside supporting information is found. And you know what else? Online encyclopedias utilize powerful encryption that cannot be easily hacked. In other words, the threat of data corruption and deletion by hackers is minimal.

And, oh . . . online encyclopedias contain a greater amount of information about a wider variety of topics. This is actually one of the strengths of a communal online encyclopedia. Readers can, um, delve into many different aspects of virtually any subject of interest. Topics as varied as blockbuster films and bestselling video games to subway systems and school bus engine design are all covered in online encyclopedias.

Note-Taking

Answers may vary.

- Main Idea of the Lecture:** Online encyclopedias will make traditional encyclopedias outdated.
- First Supporting Argument:** Online encyclopedias can be edited easily.
- Second Supporting Argument:** Online encyclopedias have security measures to protect their data.
- Third Supporting Argument:** Online encyclopedias cover a wider variety of topics.

Critical Thinking

Answers may vary.

- In what ways does the professor refute the points made in the reading?
The professor refutes the idea that online encyclopedias contain incorrect information and that online encyclopedias include only trivial information.
- In what ways does the professor fail to address the arguments made in the reading?
The professor concedes that online encyclopedias may contain more errors than traditional encyclopedias but says the fact that Internet encyclopedias can be edited easily makes up for this fact.

Tandem Note-Taking

Answers may vary.

Reading	Listening
Main Idea Traditional encyclopedias offer important advantages over online encyclopedias.	Main Idea Online encyclopedias will make traditional encyclopedias outdated.
First Supporting Argument Traditional encyclopedias are more accurate than online encyclopedias.	First Supporting Argument Online encyclopedias can be edited easily.
Supporting Detail traditional encyclopedias fact-checked by scholars	Supporting Detail online encyclopedias errors quickly changed
Second Supporting Argument Traditional encyclopedias offer greater security than online encyclopedias.	Second Supporting Argument Online encyclopedias have security measures to protect their data.
Supporting Detail cannot alter traditional encyclopedias	Supporting Detail fact checkers for online encyclopedias; challenge and remove inaccuracies
Third Supporting Argument Traditional encyclopedias contain only relevant information.	Third Supporting Argument Online encyclopedias cover a wider variety of topics.
Supporting Detail authors are scholars; know important information	Supporting Detail research virtually any topic

Critical Analysis

- Underline the topic sentence in each paragraph.
 - His argument that Internet encyclopedias are superior to traditional encyclopedias contradicts the reading passage's claim that traditional encyclopedias are superior to online ones.*
 - The lecturer explains that while online encyclopedias may have more errors than hardbound texts, they have their own advantage of changeability.*
 - The professor goes on to explain that Internet encyclopedias have safeguards to prevent the spread of misinformation.*
 - The instructor contends that the wider variety of topics covered in online encyclopedias is one of their greatest strengths over hardbound encyclopedias.*

- Double underline the sentences that refer to the listening.

- He contends that because traditional encyclopedias are only edited by a small number of people, errors contained in them can go unchecked for several years.*
- He contrasts this with Internet encyclopedias.*
- Because they can be edited immediately, their errors get removed quickly.*
- He illustrates this by mentioning that online encyclopedias have fact checkers who delete information in articles that is inaccurate or otherwise not correct.*
- He also mentions that online encyclopedias have powerful encryption to stop the threat of hackers corrupting the site.*
- He explains that readers can research virtually any subject that interests them, including famous video games and subways.*

- List some of the transitions the writer used on the lines below.

First of all... The professor goes on to explain... He also mentions... Lastly...

Evaluation

Score	5	4	3	2	1	Notes
Development		✓				This level-4 response includes all the arguments from the passage and the lecture, and it explains how their arguments oppose each other. What keeps this response from scoring higher are some lapses in clarity ("paragraph said that traditional encyclopedia present the pertinent information only, unlike the in the lecture, that said online encyclopedias that have many differ subjects") and a lack of development (the third paragraph does not include any examples from the lecture). Overall, this response falls near the bottom of the level 4 range.
Organization	✓					
Unity		✓				
Language Use			✓			

Final Score **4**

Critical Analysis

Answer C

Answer C is the best choice because it would help develop the final paragraph by including some examples from the lecture. Answer B is not directly mentioned in either the reading passage or the lecture. And while Answer A is attractive, a detailed explanation is not necessary to complete this task.

Generating Ideas

Answers may vary.

A. Valuable Information:

Reason 1: The information online can help people learn more about topics that already interest them and help them find new subjects of interest.

Reason 2: The Internet lets people compare the prices of goods from around the world, which allows them to save money. It also allows people to have access to more information about things such as airplane tickets and real estate values.

Reason 3: The information online allows people to become more educated. When more people are more educated, they tend to be more tolerant and open minded, which benefits society in general.

B. Too Much Information:

Reason 1: Information such as how to make bombs and how terrorist attacks can be organized is available online and can be used by criminals to plan attacks.

Reason 2: People can waste their time reading about topics of relative unimportance to them.

Reason 3: Much of the information online is written by regular people who do not have specialized access or knowledge. This may result in people learning mistruths and accepting them as facts.

Planning

Answers may vary.

Thesis Statement (Valuable Information / Too Much Information)

I firmly believe that this information helps people live more comfortable and financially secure lives.

First Supporting Idea

The information on the Internet allows people to live more efficient and comfortable lives.

Supporting Example

can research a city before moving there

Second Supporting Idea

People also benefit financially from the information available online.

Supporting Example

compare prices in many different places and many different shops

Conclusion

For the reasons outlined above, this improved access to information has made life better for virtually everybody.

Critical Analysis

1 Underline the topic sentence in each paragraph.

- (A) I firmly believe that this has benefitted both individuals and society.
- (B) The information on the Internet allows people to live more efficient and comfortable lives.
- (C) People also benefit financially from the information available online.
- (D) For the reasons outlined above, this improved access to information has made life better for virtually everybody.

2 Double underline the sentences that include supporting details.

- (A) Without the Internet, I would have to rely on dated guidebooks that contain limited amounts of information about the city.
- (B) But because of the Internet, I was able to easily search for lots of important information about Denver, including its crime rate, its parks, and its cultural events.
- (C) And with online message boards, I was even able to read what other people had to say about the city.
- (D) Without the Internet, I could only compare the prices of products within my city, and there was no way for me to compare airline ticket prices or to find out the value of my home.
- (E) Today, I can use websites such as Amazon, Expedia, and Craigslist to find the best deals on goods and services from around the world.

3 List some of the examples the writer used on the lines below.

gathering information about a city before moving there;
comparing prices on many different products and services

Evaluation

Score	5	4	3	2	1	Notes
Development					✓	This response is filled with wordy, verbose language that looks impressive but actually conveys very little information. The entire essay explains that the information available on the Internet is a problem but fails to provide any reasons and examples for support. Because this essay fails to develop any meaningful ideas, it earns a score of 1.
Organization					✓	
Unity					✓	
Language Use				✓		

Final Score 1

Critical Analysis

Answer B

Answer B is the correct choice because it best explains this response's shortcomings. Answer A is only partially correct in that the response uses too many vocabulary words while Answer C does not apply to the response in any way.

Part B

Chapter 9 Integrated Writing: Archaeology

Page 167

Note-Taking

Answers may vary.

- 1 **Main Idea of the Passage:** The Sphinx was constructed during the Old Kingdom.
- 2 **First Supporting Argument:** The Sphinx's facial features date it to the Old Kingdom.
- 3 **Second Supporting Argument:** The tombstone at the base of the Sphinx explains the statue's history.
- 4 **Third Supporting Argument:** The erosion on the Sphinx also dates it to the Old Kingdom.

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Critical Thinking

Answers may vary.

- 1 Why might the current appearance of the Sphinx fail to provide evidence about the time of its construction?
The current appearance might not be the original appearance. Perhaps the sculpture was damaged in the past and was rebuilt using the Old Kingdom style.
- 2 Do you feel the legend inscribed on the tombstone supports the Old Kingdom theory? Explain why you feel this way.
No, I do not feel this is good evidence because the tombstone could have been added later while the story on it might have been made up.

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Listening



Narrator (Male)

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

Professor (Female)

Um, a lot of scholarly time and energy has been spent trying to solve the so-called "Riddle of the Sphinx." Although many attribute the Sphinx to the Old Kingdom Era, new evidence suggests that the monument may be more ancient than was previously thought.

Okay, so one of the arguments in favor of the Old Kingdom theory is about the structure of the Sphinx's face. Well, as it turns out, the current head on the Sphinx may not be the original one. Archaeologists have recently discovered hieroglyphs depicting the Sphinx with the head of a lion, not the human head we see today. Moreover, the current head is, uh, disproportionately small for the body. So, it's quite probable that the original head became damaged, and a new head was later sculpted out of the leftover rock.

Another favorite piece of evidence you may have heard about is the tombstone in front of the statue. As it turns out, the tombstone was not built at the same time as the Sphinx but was made several centuries later during the New Kingdom. In fact, researchers believe that the Pharaoh Thutmose created the tombstone and its legend as a way to justify his, um, ascension to the throne. That is to say, the

story on the tombstone is probably more fiction than fact.

And, uh, one more thing I'd like to talk about is the erosion on the statue. The weathering on the Sphinx was most likely caused by extended periods of heavy rain. But according to archaeological evidence, Egypt has averaged less than one inch of rainfall annually for the past four thousand years, so the erosion on the Sphinx must have happened prior to the Old Kingdom. This is backed up by meteorological evidence showing that Egypt's last period of significant rainfall occurred more than five millennia ago.

Page 169

Note-Taking

Answers may vary.

- 1 **Main Idea of the Lecture:** Evidence suggests that the Sphinx might be older than was previously thought.
- 2 **First Supporting Argument:** The current face on the Sphinx may not be the original one.
- 3 **Second Supporting Argument:** The tombstone was built much later than the Sphinx.
- 4 **Third Supporting Argument:** The erosion on the Sphinx occurred prior to the Old Kingdom.

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Critical Thinking

Answers may vary.

- 1 In what ways does the professor refute the points made in the reading?
The professor argues that the current face was not the original one. She also says that the tombstone was added several centuries after the Sphinx was built and that the erosion on the Sphinx occurred before the Old Kingdom.
- 2 What examples does the professor provide to support her arguments?
She mentions that the Sphinx originally had a lion head. She also explains that the tombstone was built centuries after the Sphinx was constructed. Finally, she says that the last period of heavy rainfall in Egypt occurred prior to the Old Kingdom.

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Tandem Note-Taking

Answers may vary.

Reading	Listening
Main Idea The Sphinx was constructed during the Old Kingdom.	Main Idea Evidence suggests that the Sphinx might be older than was previously thought.
First Supporting Argument The Sphinx's facial features date it to the Old Kingdom.	First Supporting Argument The current face on the Sphinx may not be the original one.
Supporting Detail Sphinx headdress like other Old Kingdom statues	Supporting Detail originally lion's head
Second Supporting Argument The tombstone at the base of the Sphinx explains the statue's history.	Second Supporting Argument The tombstone was built much later than the Sphinx.
Supporting Detail Sphinx Old Kingdom guardian angel	Supporting Detail tombstone added later by pharaoh; justified his rule

Third Supporting Argument The erosion on the Sphinx also dates it to the Old Kingdom.	Third Supporting Argument The erosion on the Sphinx occurred prior to the Old Kingdom.
Supporting Detail erosion similar to Old Kingdom pyramids	Supporting Detail erosion occurred before Old Kingdom

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Critical Analysis

- Underline the topic sentence in each paragraph.
 - Her arguments cast doubt on the claims made in the reading passage.*
 - First, the instructor talks about the history of the Sphinx's face.*
 - Next, the lecturer explains the history of the tombstone at the front of the Sphinx.*
 - Finally, the professor discusses the erosion on the Sphinx.*
- Double underline the sentences that refer to the listening.
 - She explains that the current face on the Sphinx may be a later reconstruction due to the fact that archaeologists have discovered hieroglyphs showing the Sphinx with a lion's head.*
 - She says that the stone was actually built several centuries after the Sphinx.*
 - Furthermore, the legend depicted on the stone was created by a later pharaoh to justify his ascension to the throne.*
 - She mentions that the weathering on the statue is the result of heavy rainfall and concludes that the Sphinx must have been constructed during the Early Dynastic Period.*
- List some of the transitions the writer used on the lines below.
First... Next... Furthermore... Finally...

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Evaluation

Score	5	4	3	2	1	Notes
Development				✓		This response includes most of the information from both the reading and the listening. However, the third body paragraph incorrectly labels the information from the reading passage and the lecture. The response also suffers from a lack of development, especially in the third body paragraph. This is compounded by weak organization that makes the response difficult to follow. The grammatical problems and the use of only short, simple sentences further contribute to these weaknesses, earning this response a score of 3.
Organization			✓			
Unity			✓			
Language Use			✓			

Final Score **3**

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Critical Analysis

Answer B

Answer B is the best choice. Although the response mentions the heavy rainfall, it does not explain when the rainfall occurred, which is the central idea of the argument in the lecture. Answer A is incorrect because the response explains that the original head might have been a lion. Answer C is also explained, although in unclear language, in the response.

Chapter 9 Independent Writing: Reading a Book a Second Time Is More Interesting

Page 174

Generating Ideas

Answers may vary.

A. Agree:

- Reason 1:** By understanding the basic plot of a novel, you are able to appreciate it more for its artistic qualities, such as the beauty of the writing.
- Reason 2:** Rereading a novel, especially a complex one, allows you to understand the relationships and personalities of the characters and how they relate to the overall narrative.
- Reason 3:** Certain scenes and beautiful writing can be appreciated over and over again.

B. Disagree:

- Reason 1:** Many novels, such as mystery novels, are mainly interesting because you do not know the outcome. By rereading such novels, the dramatic tension is gone.
- Reason 2:** Because you already know the characters and the outcome of the story, it can be difficult to stay interested in the novel, therefore making it more difficult to understand.
- Reason 3:** If you did not like a novel the first time, there is little reason to go back and read it again. Also, there are literally millions of novels in the world, so you should not waste any time rereading ones you have already read.

Page 175

Planning

Answers may vary.

Thesis Statement (Agree / Disagree)

I agree with the statement that reading a book a second time is more interesting than reading it the first time.

First Supporting Idea

When I reread a novel, I can enjoy the story more.

Supporting Example

Some novels have dozens of characters, and the only way to understand the relationships between them is to read the novel again.

Second Supporting Idea

Rereading a novel also allows me to revisit my favorite parts of the story.

Supporting Example

Some scenes are especially exciting and fun to read.

Third Supporting Idea

Finally, by revisiting the novel, I am able to understand the work more deeply.

Supporting Example

William Faulkner's works contain symbolism that is not obvious the first time you read it.

Conclusion

I believe it is much more enjoyable to read a novel a second time than it is the first time.

Page 178

Critical Analysis

- Underline the topic sentence in each paragraph.
 - That is why I agree with the statement that reading a book a second time is more interesting than reading it the first time.*
 - When I reread a novel, I can enjoy the story more.*
 - Rereading a novel also allows me to revisit my favorite parts of the story.*
 - Finally, by revisiting the novel, I am able to understand the work more deeply*
 - All things considered, I believe it is much more enjoyable to read a novel a second time than it is the first time.*
- Double underline the sentences that include supporting details.
 - One such example is Leo Tolstoy's War and Peace, which contains dozens of characters, each with his or her own story arc.*
 - The dialog between the men, with the villain making thinly veiled threats against the owner's life, is rife with dramatic tension.*
 - Ostensibly a hunting narrative, the true purpose of the story is to explain the guilt the main character has about his lineage and the remorse he feels after slaying the bear, which represents man's destruction of nature.*
- List some of the examples the writer used on the lines below.

the complex novel, War and Peace; the dramatic scene in No Country For Old Men; the symbolism in The Bear

Page 179

Evaluation

Score	5	4	3	2	1	Notes
Development		✓				This response does many things well. It presents its arguments in an organized, fairly clear manner, with each paragraph generally transitioning well between ideas. What prevents this essay from scoring higher is a slight lack of elaboration and some organizational issues. The response needs more development to support the writer's ideas, and, in terms of organization, the first and second body paragraphs essentially make the same argument (rereading a book is not exciting) and would be better combined into one paragraph. For these reasons, this essay earns a score of 4.
Organization		✓				
Unity		✓				
Language Use		✓				

Final Score **4**

Page 179

Critical Analysis

Answer A

Answer A is the best choice because body paragraphs 1 and 2 both argue that rereading a novel is not exciting.

Part B

Chapter 10 Integrated Writing: Chemistry

Page 183

Note-Taking

Answers may vary.

- Main Idea of the Passage:** Sulfur dioxide harms living creatures and the environment.
- First Supporting Argument:** Sulfur dioxide creates smog.
- Second Supporting Argument:** Sulfur dioxide produces acid rain.
- Third Supporting Argument:** Inhaling sulfur dioxide causes health problems.

Page 183

Critical Thinking

Answers may vary.

- Do you think smog can ever be beneficial for the environment? Explain why you feel this way.

Yes, I think smog can sometimes be beneficial because it reduces the amount of sunlight that reaches the Earth's surface. This might help cool the Earth and prevent sun-related health problems.
- Who do you think most typically becomes sick after being exposed to sulfur dioxide?

The people who get sick from sulfur dioxide exposure are probably physically weak or already sick.

Listening

© 21

Narrator (Male)

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

Professor (Male)

You know, you always hear about the negative effects of sulfur dioxide, so let's address a few points that most environmentalists seem to overlook. You might be surprised by what the research tells us.

So we all know that aerosols are harmful to the ozone layer and the environment, right? Well, it turns out that having at least some aerosols in the atmosphere is actually a good thing! You see, the aerosols produced by sulfur dioxide can be beneficial because they reflect sunlight back into space. This has the effect of cooling the Earth. In fact, studies have shown that decreasing sulfur dioxide emissions has led to regional warming in various parts of the world.

Then there is the issue of sulfur dioxide and acid rain. Although sulfur dioxide is often cited as a scapegoat, it is not the only chemical in acid rain. The nitrogen oxide and carbon dioxide emitted from internal combustion engines are, um, largely responsible for producing acid rain. In actuality, sulfur dioxide is one of the least abundant chemicals in acid rain thanks to recent efforts to reduce sulfur dioxide levels.

Oh, one other thing I'd like to talk about is the health problems purportedly caused by sulfur dioxide. Sure, there are a few thousand documented cases of illnesses stemming from exposure to sulfur dioxide each year, but you have to consider that it usually affects only at-risk groups: infants, the elderly, and the terminally ill. Research shows that healthy people rarely become sick even after prolonged exposure to sulfur dioxide. What's more, other chemicals, including nitrogen oxide and carbon monoxide, are much more harmful than sulfur dioxide.

Page 185**Note-Taking**

Answers may vary.

- Main Idea of the Lecture:** Sulfur dioxide may not be as harmful as environmentalists suggest.
- First Supporting Argument:** The aerosols produced by sulfur dioxide can help cool the Earth.
- Second Supporting Argument:** Sulfur dioxide is not the only chemical in acid rain.
- Third Supporting Argument:** Sulfur dioxide only causes sickness in at-risk groups.

Page 185**Critical Thinking**

Answers may vary.

- In what ways does the instructor refute the points made in the reading?
The instructor refutes the idea that the smog produced by sulfur dioxide is completely harmful. He also rebuts the notion that sulfur dioxide is the most harmful substance in acid rain. Finally, the lecturer contradicts the reading passage's claim that exposure to sulfur dioxide can make anybody sick.

- In what ways does the instructor fail to address the arguments made in the reading?

The instructor fails to rebut the arguments made against smog, acid rain, and the health problems created by sulfur dioxide. The lecturer seems to bring up additional points about sulfur dioxide rather than refute the arguments made in the reading.

Page 186**Tandem Note-Taking**

Answers may vary.

Reading	Listening
Main Idea Sulfur dioxide harms living creatures and the environment.	Main Idea Sulfur dioxide may not be as harmful as environmentalists suggest.
First Supporting Argument Sulfur dioxide creates smog.	First Supporting Argument The aerosols produced by sulfur dioxide can help cool the Earth.
Supporting Detail increases vehicular accidents; results in depression	Supporting Detail regional warming in some places
Second Supporting Argument Sulfur dioxide produces acid rain.	Second Supporting Argument Sulfur dioxide is not the only chemical in acid rain.
Supporting Detail destroys crops, pollutes water, damages buildings	Supporting Detail nitrogen oxide, carbon dioxide mostly in acid rain
Third Supporting Argument Inhaling sulfur dioxide causes health problems.	Third Supporting Argument Sulfur dioxide only causes sickness in at-risk groups.
Supporting Detail asthma, respiratory difficulties, emergency room visits, hospitalization	Supporting Detail at-risk groups get sick; infants, elderly, terminally ill

Page 188**Critical Analysis**

- Underline the topic sentence in each paragraph.
 - By examining research that environmentalists tend to overlook, the lecturer argues that sulfur dioxide may not be as harmful as the reading passage suggests.*
 - First of all, the lecturer mentions that having some aerosols in the atmosphere is beneficial.*
 - The instructor also argues that sulfur dioxide is not one of the primary chemicals in acid rain.*
 - Finally, the professor contends that sulfur dioxide is not seriously harmful to one's health.*
- Double underline the sentences that refer to the listening.
 - He explains that the aerosols reflect sunlight back into space, which helps cool the Earth.*
 - He illustrates this by saying that the reduction in sulfur dioxide emissions has led to warming in some parts of the world.*
 - He says that acid rain is primarily caused by nitrogen oxide and carbon dioxide emitted from automobiles.*
 - He argues that the people who get sick after being exposed to sulfur dioxide are in at-risk groups, such as infants and the elderly.*
 - He goes on to explain that sulfur dioxide rarely makes healthy people sick and that other chemicals, such as carbon monoxide, are much more harmful.*

- 3 List some of the transitions the writer used on the lines below.
First of all... The lecturer also argues... Finally... He goes on to explain...

Page 189

Evaluation

Score	5	4	3	2	1	Notes
Development				✓		This response includes most of the information from the reading and listening, but it has many weaknesses holding it back. For one, it relies on a block format, which makes a direct comparison between the reading and listening difficult. Next, it misrepresents some points from the lecture ("Secondly, sulfur dioxide can not make the acid rain, unlike nitrogen dioxide"). Finally, the poor grammar makes it difficult to understand what the writer is trying to convey. For these reasons, this response earns a 2.
Organization				✓		
Unity				✓		
Language Use				✓		

Final Score 2

Page 189

Critical Analysis

Answer A

Answer A is the correct choice because the response states that healthy people sometimes become sick due to exposure to sulfur dioxide while the lecture says it only affects at-risk groups.

Chapter 10

Independent Writing: Higher Education only for Good Students

Page 190

Generating Ideas

Answers may vary.

A. Agree:

Reason 1: They do not admit all applicants because they want students who are capable of learning and working at a high level.

Reason 2: Allowing only good students into higher education institutions can have a positive effect because all of the students will be hard working and interested in their studies.

Reason 3: Good students can learn more effectively and are more likely to use the information they learn after graduation.

B. Disagree:

Reason 1: Weaker students can more greatly benefit because they have more room for improvement as a result of higher education.

Reason 2: Society benefits in many ways when a greater number of people are more educated since they are more likely to be socially aware and racially tolerant.

Reason 3: Non-academic areas such as sports teams and social clubs may deteriorate from a lack of student diversity.

Page 191

Planning

Answers may vary.

Thesis Statement (Agree / Disagree)

Not just good students should have access to higher education.

First Supporting Idea

There are many kinds of schools for many kinds of students.

Supporting Example

There are technical schools, vocational schools, community colleges, etc.

Second Supporting Idea

Higher education can allow weaker students to grow academically.

Supporting Example

There is the story of my friend who barely made it to college and is now getting a master's degree.

Third Supporting Idea

Having a greater number of educated people benefits society.

Supporting Example

Educated people are more likely to vote and to volunteer in their community.

Conclusion

Higher education should be available to all students.

Page 194

Critical Analysis

- 1 Underline the topic sentence in each paragraph.

- (A) *I disagree with the statement that only good students should have access to higher education.*
 (B) *One of the strongest arguments in favor of allowing more students to have access to higher education is the many different types of schools that exist.*
 (C) *Allowing weaker students to obtain a higher education allows them to grow academically.*
 (D) *For the reasons illustrated above, it is clear that higher education should be available to all students.*

- 2 Double underline the sentences that include supporting details.

- (A) *But during the twentieth century, new types of higher education institutions, such as community colleges and vocational schools, were developed with the aim of preparing students for the workforce rather than a career in academics.*
 (B) *Although universities denied him entry, he was able to matriculate into a community college.*
 (C) *There, he developed an interest in history and began taking his studies seriously.*
 (D) *His grades improved dramatically, and, after two years, he was able to transfer to a four-year university.*
 (E) *Today, he is getting his master's degree at one of the most prestigious universities in the country.*

- 3 List some of the examples the writer used on the lines below.

different types of higher education institutions; the story of a friend who barely made it into college but is now getting a master's degree

Page 195

Evaluation

Score	5	4	3	2	1	Notes
Development			✓			This response has many solid characteristics but is weakened by a few serious drawbacks. On the positive side, it is fairly well organized, with each body paragraph focused on one idea. It also includes a reasonable amount of development, with the example about the Ivy League schools being the best developed. Unfortunately, this response is held back by a lack of clarity (the second body paragraph in particular is not clearly written) resulting in large part from poor grammar and strange word choices. With stronger grammar and a better second body paragraph, this response could have easily scored higher.
Organization			✓			
Unity			✓			
Language Use				✓		

Final Score **3**

Page 195

Critical Analysis

Answer B

Answer B is the correct choice because it best supports the response's central idea. Answer A runs contrary to the central idea, and Answer C does not specifically support the thesis of the response.

Part B

Chapter 11 Integrated Writing: Zoology

Page 199

Note-Taking

Answers may vary.

- Main Idea of the Passage:** The zebra's stripes protect it from predators.
- First Supporting Argument:** The zebra's stripes create an optical illusion that tricks predators.
- Second Supporting Argument:** The zebra's stripes confuse predators.
- Third Supporting Argument:** The zebra's stripes camouflage the zebra.

Page 199

Critical Thinking

Answers may vary.

- Zebras are also very fast runners. How does this fact potentially weaken the arguments in the passage?

This suggests that their stripes may not adequately protect them from hunters, so they need to be able to escape quickly.

- What purposes other than those mentioned in the passage might the stripes serve?
The stripes might help attract potential mates. They might also be purely for decoration.

Page 200

Listening

23

Narrator (Male)

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

Professor (Female)

Hmm, so we all know about zebras and their unique stripes, but what we don't know is why they have them. Even after examining zoological studies, the purpose of the stripes remains unclear.

Stripes may alter the zebra's appearance, but it turns out that they are ineffectual as a way to protect the zebra from imminent predator attacks . . . They don't alert the zebra to potential dangers. The reason is that most of the zebra's predators do not rely on the leaping method to attack. Instead, these hunters usually chase the zebra across a plain, so they rely on their superior stamina to catch their prey. Once the zebra finally succumbs to fatigue, the predator then goes in for the kill.

Another thing that you have to consider is the fact that predators are not confused by the stripes—not anymore, at least. Zoologists have observed lions chasing herds of zebras in the wild. What they found was that the lions were rarely thrown off by the zebra's coloration. What's more, they compared this data to data from other lion hunts. Can you guess what they discovered . . . ? That's right. The lions were able to hunt the zebras as effectively as they hunted animals with mono-colored bodies.

Perhaps the most confounding piece of evidence is the fact that hiding is not really a part of a zebra's behavior. It turns out that zebras generally prefer to stay in open plains. This has both negative and positive effects for the zebra. On the one hand, the zebras are in plain sight . . . They can easily be seen by hunters. But at the same time, the zebras can spot potential threats from far away. So, really, zebras prefer to stay out in the open in order to take preemptive action to escape from possible attacks.

Page 201

Note-Taking

Answers may vary.

- Main Idea of the Lecture:** The purpose of the zebra's stripes is unclear.
- First Supporting Argument:** The zebra's stripes do not warn the zebras of predator attacks.
- Second Supporting Argument:** The stripes do not confuse predators anymore.
- Third Supporting Argument:** Zebras generally do not hide from predators.

Critical Thinking

Answers may vary.

- In what ways does the professor refute the points made in the reading?
The professor refutes the idea that the stripes trick predators into attacking prematurely. She also calls into question the argument that the zebra's stripes confuse predators. Finally, the instructor explains that zebras prefer to stay out in the open rather than relying on their stripes to hide from predators.
- What examples does the professor provide to support her arguments?
She explained that most of the zebra's predators prefer to chase the zebra when they are hunting. She also described how lions are not confused by the zebra's stripes and why the zebras prefer to stay in open plains.

Tandem Note-Taking

Answers may vary.

Reading	Listening
Main Idea The zebra's stripes protect it from predators.	Main Idea The purpose of the zebra's stripes is unclear.
First Supporting Argument The zebra's stripes create an optical illusion that tricks predators.	First Supporting Argument The zebra's stripes do not warn the zebras of predator attacks.
Supporting Detail stripes make zebra appear larger than really is	Supporting Detail predators do not use leaping method
Second Supporting Argument The zebra's stripes confuse predators.	Second Supporting Argument The stripes do not confuse predators anymore.
Supporting Detail is difficult to track individual zebras	Supporting Detail lions not confused by zebra stripes
Third Supporting Argument The zebra's stripes camouflage the zebra.	Third Supporting Argument Zebras generally do not hide from predators.
Supporting Detail can hide in tall grass	Supporting Detail prefer staying in open plains

Critical Analysis

- Underline the topic sentence in each paragraph.
 - This contradicts the passage's claim that the stripes protect the zebra from predators.*
 - The professor begins by stating that stripes do not warn the zebra of predator attacks.*
 - Next, the lecturer mentions that the stripes do not confuse predators.*
 - Finally, the instructor explains that zebras generally do not hide.*
- Double underline the sentences that refer to the listening.
 - The lecturer explains that this is because most of the zebra's predators do not use the leaping method to attack and instead chase the zebra across plains.*
 - This is supported by the findings of zoologists, who*

found that lions were rarely confused by the zebra's stripes.

- Moreover, the zoologists discovered that the lions were equally capable of hunting both zebras and mono-colored animals.*
 - The lecturer explains that they usually stay in open plains where they can spot predators from far away.*
- List some of the transitions the writer used on the lines below.
The professor begins by... Next... Moreover... Finally...

Evaluation

Score	5	4	3	2	1	Notes
Development			✓			This response's strengths are that it includes most of the information, including some supporting ideas, from the lecture. It also has fairly strong organization, with each body paragraph focusing on one of the main points from the listening. What keeps this essay from scoring higher is its lack of unity, namely the weak connections between sentences. It is also held back by the fact that the third body paragraph is so poorly written that it fails to convey information clearly, especially its topic sentence ("Thirdly, the zebra like to stay in open planes and the strips do not assist because of the plane sight. This means that the zebra easily sees predators themselves"). For these reasons, this response scores a 3.
Organization			✓			
Unity				✓		
Language Use			✓			

Final Score **3**

Critical Analysis

Answer C

Answer C is the best choice because the third body paragraph does not explain which information comes from the reading passage and which information comes from the lecture.

Planning

Answers may vary.

Thesis Statement

I believe the advances in technology during the twentieth century will be most remembered.

First Supporting Idea

In the twentieth century, technology changed the way we work.

Supporting Example

The assembly line made factory work safer; communications technology.

Second Supporting Idea

Many of these same technological developments also changed the way we live.

Supporting Example

Household technology greatly improved home life; the automobile; the Internet.

Conclusion

Technological developments were the most memorable change that occurred in the twentieth century.

Page 210

Critical Analysis

- Underline the topic sentence in each paragraph.
 - Among all the developments in the twentieth century, it is the advances in technology that will be most remembered by future generations.*
 - In the twentieth century, technology changed the way we work.*
 - Many of these same technological developments also changed the way we live.*
 - And while advances in other areas were profound, it is the changes in technology from the twentieth century that have left an indelible mark on the human race.*
- Double underline the sentences that include supporting details.
 - The introduction of the assembly line by Henry Ford in the early 1900s made factory work safer and more efficient while agricultural technology such as tractors and pesticides meant that one twentieth-century farmer could do the work of a large number of nineteenth-century farmers.*
 - New fields borne out of this nascent technology, such as computer programming and telecommunications, emerged, and each contributed to an overall change in the way people work.*
 - Technologies from the early twentieth century, such as washing machines, electric refrigerators, and gas stoves, made life at home more comfortable and convenient.*
 - During the 1950s, the widespread popularity of television changed the way people entertained themselves at home while the ubiquity of the family sedan made it easier for people to enjoy themselves on the go.*
 - Some thirty years later, cable television and video game consoles gave rise to the TV junkie and gaming nerd while the cell phone made it possible to be contacted anywhere in the world at anytime.*
 - By the 1990s, personal computers and the Internet had forever changed the way we interact with one another as they allowed friends from the same town or strangers from across the world to connect with each other.*
- List some of the examples the writer used on the lines below.

the assembly line; new communication technology; computer programming; modern appliances; television; the family sedan; cable television; video games; cell phones; the Internet

Page 211

Evaluation

Score	5	4	3	2	1	Notes
Development		✓				This response has many solid characteristics but is weakened by a few minor drawbacks. Among the positives are its solid development, with supporting details included in each body paragraph, fairly tight organization, with a logical chronological progression between each paragraph, and reasonably well-written sentences. The main negatives are a weaker third body paragraph, which includes a minor digression that weakens the overall argument ("Although in the future maybe we can move to another planet"), and a lack of variety in sentence structures. On the whole, this is a solid level-4 response.
Organization		✓				
Unity			✓			
Language Use		✓				

Final Score 4

Page 211

Critical Analysis

Answer B

Answer B is the best choice because it supports the claim made in the passage that environmentalism will continue into the future. Answer A does not specifically relate to the argument made in the response while Answer C does not support its central idea.

Part B

Chapter 12 Integrated Writing: Psychology

Page 215

Note-Taking

Answers may vary.

- Main Idea of the Passage:** Television addiction has many serious side effects.
- First Supporting Argument:** Heavy television watching causes symptoms similar to clinical gambling addiction.
- Second Supporting Argument:** Heavy viewers suffer from emotional problems.
- Third Supporting Argument:** Television addiction also affects family and friends.

Page 215

Critical Thinking

Answers may vary.

- How are the symptoms caused by heavy viewing similar to those caused by other activities?

The symptoms associated with heavy viewing are similar to those of video game players, film buffs, and those of many other activities that people enjoy.

- 2 What is flawed about the argument presented in the second body paragraph?
The paragraph implies that heavy viewers suffer from emotional problems as a result of watching television, but the argument fails to prove this.

Page 216

Listening

25

Narrator (Male)

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

Professor (Female)

One of today's most heated debates surrounds watching television. While proponents of television addiction have many arguments, most of their ideas just don't hold water.

Of course, people spend a lot of time in front of the TV. But that's because it's an enjoyable way to unwind during your free time. Since watching TV is a passive activity, your body and mind have the opportunity to get some much-needed rest. On top of that, watching television is a great way to reduce stress. Surprised? Researchers have found that watching television actually lowers your heart rate, allowing viewers to feel, um, peaceful and at ease. Additionally, these relaxing effects continue long after the set has been turned off.

Then there's the argument that television creates negative emotions. You know, whenever we are without something important to us—be it family, friends, or even television—we tend to feel anxious and lonely. So, it's only natural that people crave television when they aren't around it. Moreover, researchers have yet to establish the, uh, correlation between prolonged television watching and depression. They, um . . . aren't sure which causes which. So, really, the jury is still out about whether television causes people to feel lonely.

Finally, there seems to be confusion over the word addiction. Whenever you read about so-called television addictions, the word is never clearly defined. The reason is that it has different meanings for the general public and psychologists. Most people use the word addiction quite loosely, but, for psychologists, the word has a narrow meaning in a clinical context. And while most psychologists agree that some people spend too much time in front of the boob tube, there is, uh, no consensus that this is a serious problem.

Page 217

Note-Taking

Answers may vary.

- Main Idea of the Lecture:** Television addiction is not a proven problem.
- First Supporting Argument:** Watching television is an enjoyable way to spend your free time.
- Second Supporting Argument:** People are naturally anxious whenever something they like is not around.
- Third Supporting Argument:** The word addiction has a different meaning for psychologists.

Page 217

Critical Thinking

Answers may vary.

- In what ways does the instructor refute the points made in the reading?
The instructor refutes the idea that watching television is entirely unhealthy. She also argues that television does not necessarily cause negative emotions. Finally, she explains that people misuse the word addiction.
- In what ways does the instructor fail to address the arguments made in the reading?
The instructor fails to address the problems specifically caused by prolonged periods of viewing. It also does not prove that television does not cause loneliness.

Page 218

Tandem Note-Taking

Answers may vary.

Reading	Listening
Main Idea Television addiction has many serious side effects.	Main Idea Television addiction is not a proven problem.
First Supporting Argument Heavy television watching causes symptoms similar to clinical gambling addiction.	First Supporting Argument Watching television is an enjoyable way to spend your free time.
Supporting Detail cannot stop watching even though harmful	Supporting Detail helps you relax; reduces stress
Second Supporting Argument Heavy viewers suffer from emotional problems.	Second Supporting Argument People are naturally anxious whenever something they like is not around.
Supporting Detail suffer from withdrawal symptoms	Supporting Detail become lonely without family and friends
Third Supporting Argument Television addiction also affects family and friends.	Third Supporting Argument The word addiction has a different meaning for psychologists.
Supporting Detail physically and emotionally withdrawn	Supporting Detail limited, clinical meaning for psychologists

Page 220

Critical Analysis

- Underline the topic sentence in each paragraph.
 - Her arguments go against the ones presented in the reading passage.*
 - First, the professor states that watching television is a good way to relax during your free time.*
 - Next, the instructor explains that people naturally feel anxious and lonely whenever something they crave is not around, be it television or family and friends.*
 - Finally, the lecturer delves into the confusion over the word addiction.*
- Double underline the sentences that refer to the listening.
 - Because watching television is a passive activity, your body and mind are able to rest.*
 - Furthermore, watching television can reduce stress because it lowers your heart rate.*

- Ⓒ Additionally, researchers have yet to establish a correlation between television watching and depression.
- Ⓓ For the general public the word addiction has a broad meaning while for psychologists it has a narrow clinical meaning.
- Ⓔ The professor also mentions that psychologists have yet to reach a consensus about whether prolonged television viewing has serious consequences.
- 3 List some of the transitions the writer used on the lines below.
First... Furthermore... Next... Additionally... Finally... The professor also mentions...

Page 221

Evaluation

Score	5	4	3	2	1	Notes
Development		✓				This essay effectively contrasts the arguments from the reading passage and the lecture. Its organization is also strong, with each paragraph explaining the points made in the lecture followed by the contradicting points from the reading. What keeps this response from scoring a 5 is a slight lack of development (especially in the first body paragraph) and occasional lapses in clarity ("It said that missing television causes negative emotions, and this is unlike the reading that said heavy television viewing creates feelings of loneliness and anxiety"). Overall, this is a solid response held back by a few shortcomings.
Organization		✓				
Unity		✓				
Language Use	✓					

Final Score **4**

Page 221

Critical Analysis

Answer A

Answer A is the correct choice because body paragraph 1 primarily focuses on summarizing the reading passage and includes only one sentence to show contrasting points from the lecture. Body paragraphs 2 and 3 focus primarily on summarizing the lecture, not the reading passage.

Chapter 12 Independent Writing: Traveling Is Better with a Tour Guide

Page 222

Generating Ideas

Answers may vary.

A. Agree:

Reason 1: Tour guides make all of the arrangements in advance, so you do not have to waste time waiting in lines and so forth. Tour groups also travel in tour buses, which is faster than relying on public transportation.

Reason 2: Tour guides are familiar with the area, speak the local language, and know the local customs, so they can more easily deal with problems when they occur.

Reason 3: Tour guides know a lot about the places you visit and can explain their history in great detail. Also, you can easily become friends with the people in your tour group.

B. Disagree:

Reason 1: By traveling in a tour group, you usually only visit major tourist spots. More adventurous travelers would probably want to visit less popular places.

Reason 2: When you are in a tour group, you have fewer opportunities to interact with locals and are rarely placed in new and exciting situations, so the sense of adventure is reduced.

Reason 3: Tour groups follow tight schedules, so they visit several different places in a day. As an individual traveler, you can spend more time at places of interest.

Page 223

Planning

Answers may vary.

Thesis Statement (Agree / Disagree)

I agree with the statement that it is better to travel in a group with a tour guide than to travel alone.

First Supporting Idea

For one, traveling in a group allows you to spend more time enjoying your vacation.

Supporting Example

Tour groups have pre-planned itineraries and travel around using tour buses.

Second Supporting Idea

Another benefit of traveling in a tour group is that it makes vacationing safer.

Supporting Example

Tour guides have deep knowledge of the local area, language, and customs, so they can reduce potential risks of traveling.

Conclusion

But for most people, who want to experience the pleasures of a vacation without all of the hassles, traveling in a group with a tour guide is the superior choice.

Page 226

Critical Analysis

- 1 Underline the topic sentence in each paragraph.

- Ⓐ For these reasons, I agree with the statement that it is better to travel in a group with a tour guide than to travel alone.
- Ⓑ For one, traveling in a group allows you to spend more time enjoying your vacation.
- Ⓒ Another benefit of traveling in a tour group is that it makes vacationing safer.
- Ⓓ But for most people, who want to experience the pleasures of a vacation without all of the hassles, traveling in a group with a tour guide is the superior

choice.

- 2 Double underline the sentences that include supporting details.
- (A) *Instead of having to wait in line to buy tickets for every attraction I visited, I was able to enter immediately because the tour guide had already purchased tickets for our tour group.*
- (B) *I also did not have to worry about transportation because my tour group was taken around the city on our own tour bus.*
- (C) *There, I was hiking up a mountain when I tripped on some rocks and broke my ankle.*
- (D) *Had I been alone, without a cell phone, not knowing where to seek medical attention, and not speaking Vietnamese, I might have been in serious trouble.*
- (E) *However, since I was with a tour guide, I was able to get the help I needed quickly and without any problems.*
- 3 List some of the examples the writer used on the lines below.
- tour guides make travel arrangements in advance; do not have to wait in line to buy tickets; do not have to worry about communication problems*

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Evaluation

Score	5	4	3	2	1	Notes
Development			✓			This response is fairly developed and somewhat well organized. Each paragraph attempts to explain a single idea and includes at least some supporting details. What keeps this essay from scoring
Organization			✓			higher are the misplaced focus and the abrupt transitions between ideas. The response focuses primarily on the disadvantages of traveling in tour groups without explaining why traveling alone can be better. Furthermore, the
Unity				✓		transitions between ideas can be abrupt and seemingly random ("my friend want to the vacation also on the tour group. he said they did alot of stuffs and seed many sites. but he could not get relaxed. i thought this way at my vaction. he was so tired after his vaction").
Language Use			✓			The grammatical problems also obscure the meaning occasionally. For these reasons, this response earns a 3.

Final Score **3**

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Critical Analysis

Answer A

Answer A is the best choice because body paragraph one argues when you travel with a tour guide, you do not have the opportunity to act independently or to learn some of the local customs.

Part C

Experiencing the TOEFL® iBT Actual Tests Actual Test 1

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Listening

29

Narrator (Male)

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

Professor (Male)

Today, let's take a closer look at the debate about banning plastic shopping bags. Although such a plan may seem unfeasible at first, the benefits of a plastic bag ban far outweigh any potential drawbacks.

First of all, plastic bags harm the environment and create pollution. For instance, they can easily be blown away and, um, get caught in trees and waterways, where they can kill marine life. And paper bags, with all of their shortcomings, aren't much better. So what's the solution? Clothes bags, rucksacks, and even wicker baskets are all good alternatives to plastic bags. That's because these bags are far more durable and can be used almost indefinitely, which helps to reduce waste and to free up valuable landfill space.

On top of that, plastic shopping bags are notoriously difficult to recycle. They are very flimsy and have few uses outside of a limited number of products. In addition, the petroleum-based material that plastic bags are made out of can damage recycling machines, making the bags more expensive to recycle than to produce. And you know what else? Researchers have found that very few people—less than 5% of a given community—actually make an effort to bring their plastic bags to local recycling centers.

And then there is the issue of different laws in different places. Sure, one town may ban plastic bags while the next town over may not, but this doesn't mean that shoppers will, you know, resort to using plastic bags when they are away from home. These people generally, um, bring their preferred reusable bags from home. In fact, there have even been cases of shoppers refusing to take plastic bags out of principle . . . Um, they know the drawbacks of plastic bags and refuse to use them even when offered.

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Question

30

Narrator (Male)

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

Task 1 | Strong Response

The reading passage and lecture both address the debate surrounding plastic shopping bag bans. The lecture argues that these bans are justifiable. This goes against the arguments made in the reading passage.

The lecturer begins by explaining that plastic bags are harmful to the environment. This is illustrated by the fact that plastic bags create pollution and kill marine animals. The professor also contends that paper bags are not a viable alternative either. He therefore suggests using durable and

long-lasting bags, such as clothing bags. These points go against the arguments made in the reading passage that plastic bags are efficient and cost effective.

Next, the professor presents the fact that plastic bags are very hard to recycle. Plastic bags can only be used to create a small number of products and they can also damage recycling machines. Furthermore, only 5% of people actually recycle their plastic bags. This rebuts the reading passage's argument that plastic bags can easily be recycled into many different products.

Finally, the instructor deals with the issue of different laws in different cities. The lecturer states that shoppers can use their reusable bags instead of plastic shopping bags, mentioning that some people have even refused to use plastic bags. This contradicts the argument in the reading passage that says people will use plastic bags from other areas and demand the abolishment of plastic bag laws.

Task 2 | Strong Response

Our lives are defined by the choices we make throughout them. To lead a comfortable and happy life, thorough planning is essential. I therefore agree that in order to have a good future, it is best to plan carefully while you are still young.

The choices you make early in life can have a great impact on your later life. Your actions as a youth create a domino effect that shapes your future, and to lead a good life you must consider the potential consequences. For instance, as I child I studied languages. Today, I am multilingual. By developing my language skills at an early age, I opened the door for many career opportunities, including translator and international business manager. My brother, on the other hand, neglected his studies when he was young and today has trouble finding jobs that make him happy.

Related to this is the fact that many plans take several years to come to fruition. The careers we have as adults are the results of years or even decades of preparation. Consider the case of my aunt, who is a doctor. In order to become a physician, she had to graduate from medical school. To do that, she had to attend a quality university. To accomplish this, she had to earn good grades during high school. For this to happen, she had to develop proper study habits at a young age.

Finally, creating plans for the future when you are young will allow you to lead a more fulfilling life. People who do not have goals are often unhappy and unsatisfied with their lives. However, you can avoid this by establishing clear goals to work toward at a young age. For instance, when I was in high school, I created the goal of making straight A's for a semester. When I accomplished this, I derived a great sense of satisfaction, which, in turn, motivated me to work towards my ultimate goal of attending an Ivy League university. Creating short- and long-term goals for myself pushed me to work harder and gave me a sense of purpose in life.

In conclusion, your later life is shaped by the decisions you make when you are young. By planning carefully from a young age, you can ensure that your later life is what you want it to be.

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Listening

31

Narrator (Male)

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

Professor (Female)

Well, class, now let's examine the rise of online news sites and the effect this is having on the way we get our news.

All right, first of all, let's look at the quality of the content on these Internet sites. One of the purported advantages of web-based news sites is their immediate coverage of events. Although news is reported faster online, this is often at the expense of accuracy. What I mean is that in the rush to present the news to readers, sometimes facts are not double-checked. This can result in embarrassingly incorrect stories being published. In fact, it is quite common for online news sites to . . . retract inaccurate information that has already been reported.

In addition, news websites can invade their readers' privacy. While a few sites still let readers browse stories anonymously, an increasing number require readers to submit, you know, personal information before they are given complete access to news articles. This may include giving a full name, email, mailing address . . . or even the reader's social security number. And what do these sites do with that information? You may think they use it just to customize the news their readers receive, but a lot of times they also sell this information to advertising companies, which, in turn, contact readers and, um, bombard them with product offers.

And then there is the issue of the global coverage provided by online news sites. For some readers, this is actually a turnoff. Surveys show that a substantial number of people actually prefer local news coverage because they are, uh, more concerned with what is happening in their community. So rather than reading about things like earthquakes in the Middle East, a lot of people would rather just, uh, read about the events that directly affect them.

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Question

32

Narrator (Male)

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

Task 1 | Strong Response

The reading passage and lecture both compare online news websites to traditional printed news. While the reading passage argues in favor of online news sources, the lecturer challenges these claims.

To begin with, the lecturer admits that while news is reported more quickly online, it is done so at the expense of accuracy. Online news articles are not always double-checked, which sometimes leads to embarrassing factual errors. The professor illustrates this by mentioning that news sites sometimes retract inaccurate information that has been published. This contradicts the point made in the reading

passage that the immediacy of news websites is always beneficial.

Next, the professor talks about privacy issues. An increasing number of news sites require readers to submit personal information, such as their full name and social security number, before gaining access to news stories. The instructor explains that these news sites often sell readers' personal information to advertising companies. This goes against the reading passage's claim that providing personal information enhances the online news experience.

Finally, the instructor discusses the global news coverage offered by online sites. Some readers are turned off by worldwide coverage and instead prefer local news coverage because they are more interested in reading news about their community. This point rebuts the reading passage's idea that the global news coverage offered by online news sites is strictly an advantage.

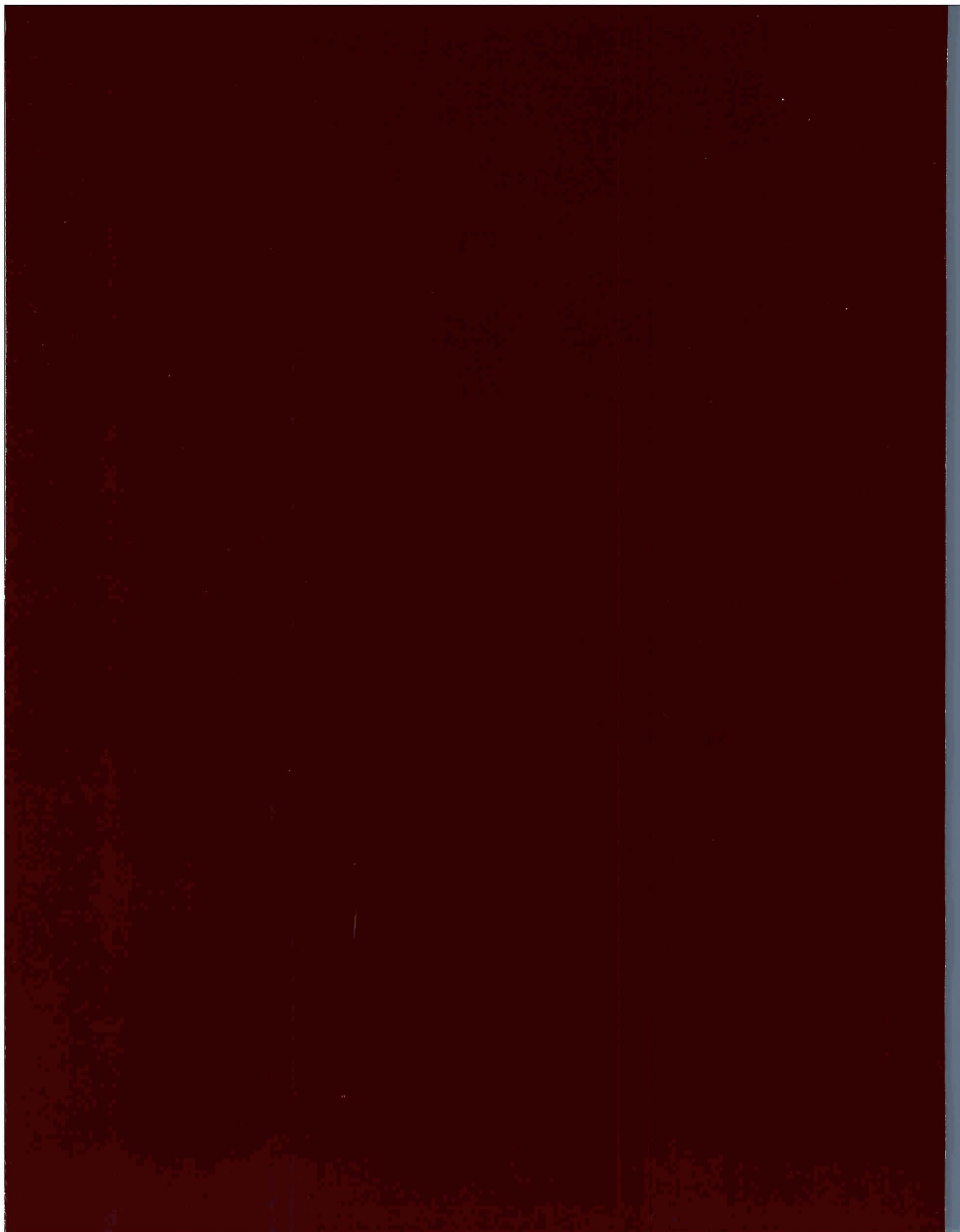
Task 2 | Strong Response

Our lives today are almost completely different than the lives of people just two generations ago. Thanks to the Internet and improvements to transportation, I agree that life today is easier and more convenient than when my grandparents were young.

The Internet has made life easier in countless ways. You can shop for virtually anything, stay connected with friends from anywhere in the world, and revisit your favorite childhood television shows all with your computer. However, the conveniences brought about by the Internet most acutely manifest themselves when looking up information. For example, if my grandfather wanted to learn more about the Civil War, he had to leave his home, go to the local library, search for the books he needed, locate the books on the shelves, and finally locate the information he wanted in the books themselves. The Internet has made all of this much simpler. When I look up information, I simply have to go to the computer, get online, and search for the specific information I want. Thanks to the Internet, I can find the exact information I need within seconds as opposed to the minutes or hours it would have taken in my grandparents' time.

Improvements in transportation have also made our lives easier and more convenient. Today, it is possible to travel virtually anywhere on the globe in less than a day's time, but two generations ago this was not the case. For instance, consider how my grandfather traveled from Los Angeles to Paris in the 1940s. He took a train to New York, where he boarded a steamship to travel across the Atlantic. Once the boat landed in Europe, he took another train to France. Finally, after traveling for a nearly a month, he arrived at his destination. Today, that same trip takes me no more than a day. I simply drive to the Los Angeles airport and, within twelve hours, arrive in Paris all while enjoying the comforts offered by flying. This is just one example of how traveling is much easier and more convenient today than it was 60 years ago.

In summary, I firmly believe that life today is easier and more convenient than it was in my grandparents' time. The Internet has made it possible to learn about anything from the comfort of our homes while advances in travel technology have made it much easier to venture out and explore the world.



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