

TOEFL[®] MAP

Writing

Jonathan S. McClelland
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MP3 & Test Program CD included

Advanced

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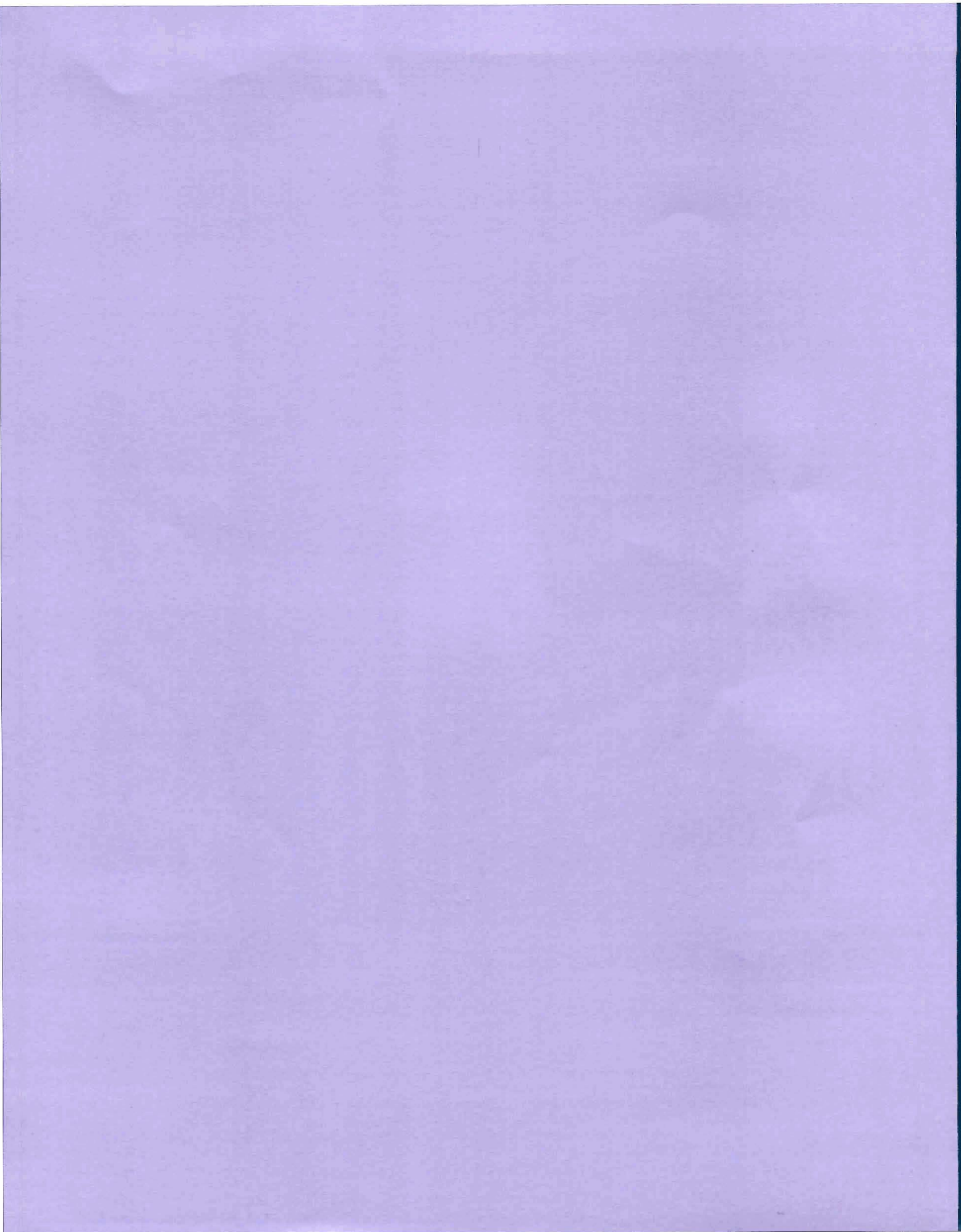
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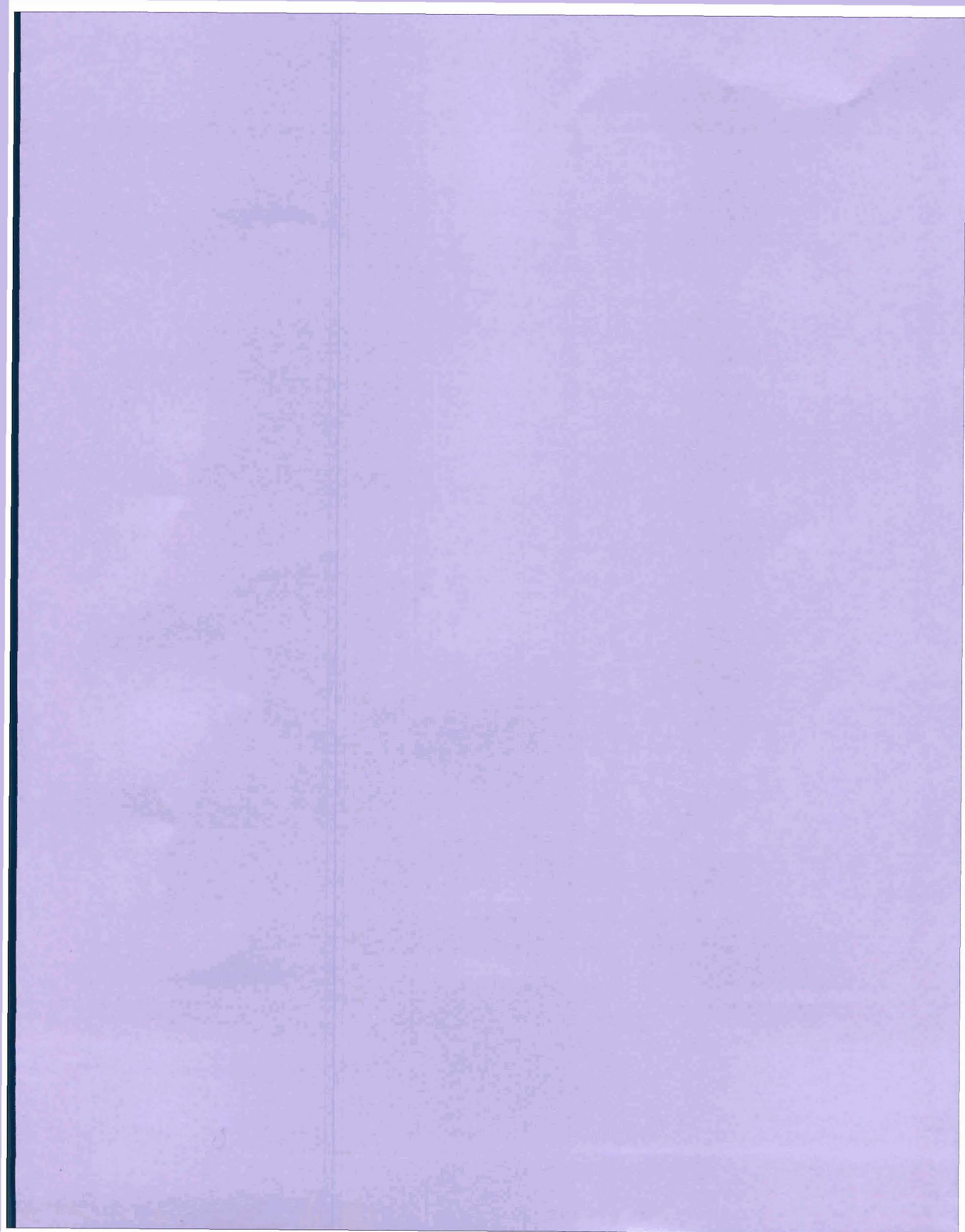
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DARAKWON





TOEFL[®] MAP

Writing  Advanced

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Writing Advanced

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TOEFL[®] MAP

Writing

Advanced

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Introduction

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

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

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

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

How Is This Book Different?

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

1. Critical Analysis

Critical Thinking Questions

One of the most important features of *TOEFL® Map Writing Advanced* is the critical-thinking questions. These questions come after the reading passage and the lecture in each chapter. The questions after the reading passage ask students to make predictions about the contents of the lecture while the questions after the writing task ask them to examine the relationship between the arguments presented in the lecture and the reading passage.

Strong Responses Analysis

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

Weak Response Analysis

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

Rubric Mastery

Complementing the weak response analysis is the rubric mastery section. This section requires students to critically analyze weak responses and to assign a final grade utilizing a scoring rubric similar to the one used by the TOEFL® test graders. By understanding how essays are graded on the actual TOEFL® iBT, students will learn how to strengthen their responses in all of the key grading areas. The scoring rubrics appear in Part A of this book.

2. Intuitive Integrated Note Taking

Tandem Note-Taking for Integrated Writing

While *TOEFL® Map Writing Advanced* includes the standard outlining sections after the reading passage and lecture, it also includes a unique tandem note-taking section. The tandem note-taking section requires learners to complete side-by-side outlines for both the reading passage and lecture. Having notes for both the reading and lecture next to each other on the same page will allow students to analyze the relationship between them more quickly, easily, and accurately.

Idea Boxes for Independent Writing

For many students, generating supporting ideas is the most difficult aspect of the Independent Writing Task. Therefore, this book includes idea boxes with sentences that will help them generate supporting ideas and examples for their essays.

3. Vocabulary Building

Vocabulary Boxes

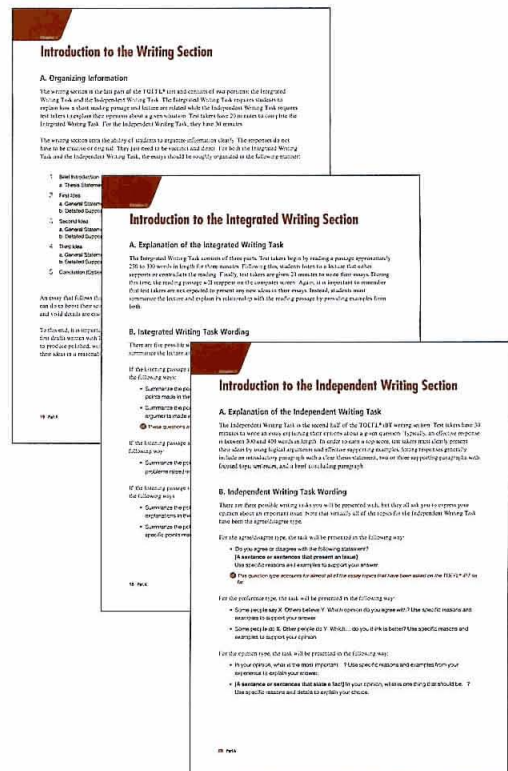
To earn a high score on the TOEFL® iBT, a strong vocabulary is essential. For this reason, each chapter in *TOEFL® Map Writing Advanced* includes three vocabulary boxes: two in the Integrated Writing Section and one in the Independent Writing Section. Each vocabulary box includes six to ten words and gives the part of speech, definition, and use in context for each word. This will enable students not only to recognize these words when they appear on the actual TOEFL® iBT but also to utilize them to make their writing more vivid and succinct.

How to Use This Book

TOEFL® Map Writing Advanced is designed for use either as a textbook in a classroom in a TOEFL® iBT preparation course or as a study guide for individuals who are studying for the TOEFL® iBT on their own. *TOEFL® Map Writing Advanced* has been divided into three sections: Part A, Part B, and Part C. All three sections offer information that is important to learners preparing for the TOEFL® iBT. Part A is divided into 3 chapters that introduce the Writing section, the Integrated Writing Task, and the Independent Writing Task. Part B is divided into 12 chapters, each including passages and questions that have appeared on the TOEFL® iBT. Part C has 2 actual tests consisting of Integrated and Independent Writing Tasks that resemble those appearing on the TOEFL® iBT.

Part A Understanding Writing Question Types

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

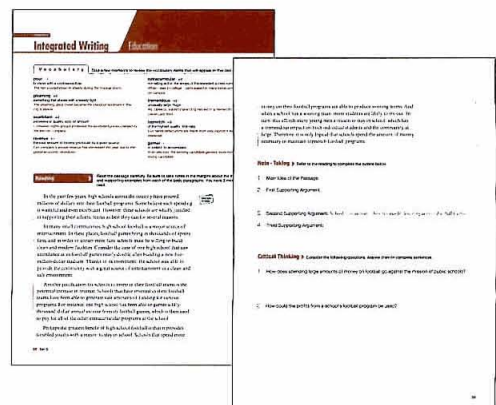


Part B Building Knowledge & Skills for the Writing

The purpose of this section is to introduce the various passages and topics that have appeared on the TOEFL® iBT. There are 12 chapters in Part B. Each one includes an Integrated Writing Task and an Independent Writing Task as well as vocabulary words and critical thinking and sample response analysis exercises. Each chapter is divided into several parts.

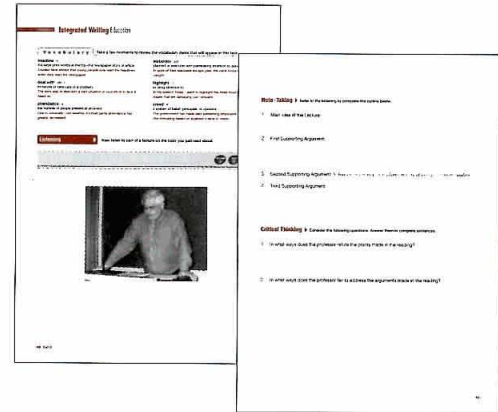
• Integrated Writing Task – Reading Passage

This section begins by introducing 6 to 10 new vocabulary words that appear in the reading passage. Along the right side of the reading passage are margins for note-taking, which allow students to get into the habit of taking notes as they read. Following the reading passage are note-taking and critical thinking exercises designed to help students understand the reading passage and anticipate arguments that will be made in the lecture.



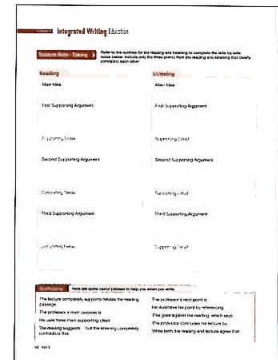
• Integrated Writing Task – Lecture

This section is similar to the reading passage section. It introduces 6 to 10 new vocabulary words that are included in the lecture and features note-taking and critical thinking exercises. In this section, the critical thinking exercises are designed to help students analyze the relationship between the lecture and the reading passage, which will enable them to write a more accurate response for the writing task.



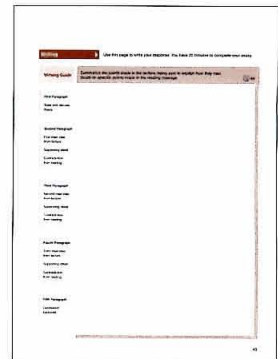
• Integrated Writing Task – Tandem Note-Taking and Scaffolding

This section requires learners to write their notes from the previous two sections in two vertical columns. This arrangement allows students to expand their notes by adding supporting details from the reading passage and lecture while allowing them to better understand the relationship between the two passages. At the end of this section is the scaffolding portion, which includes useful phrases for the students to incorporate into their responses.



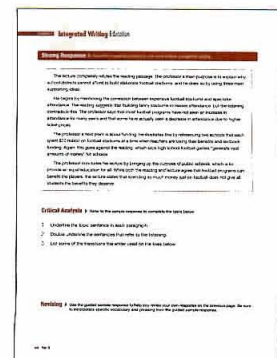
• Integrated Writing Task – Writing Section

This section includes the question for the Integrated Writing Task and provides space for learners to write their responses. It also features a writing guide to help students organize their essay as they write.



• Integrated Writing Task – Strong Response

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



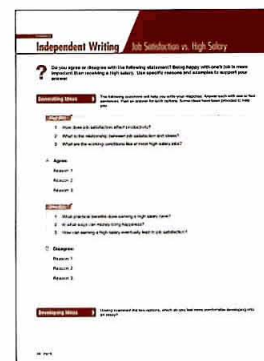
• Integrated Writing Task – Weak Response

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



• Independent Writing Task – Generating Ideas

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



• Independent Writing Task – Planning and Scaffolding

This section consists of a detailed note taking exercise that requires learners to write their thesis statement, supporting ideas, and examples. At the end of this section is the scaffolding portion, which includes useful phrases for students to incorporate into their essay.



• Independent Writing Task – Writing Section

This section reintroduces the writing task for the chapter and provides space for students to write their responses. It also features a writing guide to help students organize their essay as they write.



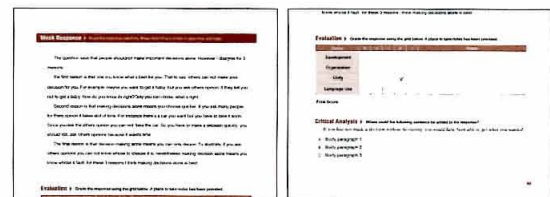
• Independent Writing Task – Strong Response

This section features a well-written response to the writing task given in the previous section and introduces 6 to 10 useful new vocabulary words. Students can see how to improve their own response by analyzing the organization, transitions, main ideas, and examples used in the strong response.



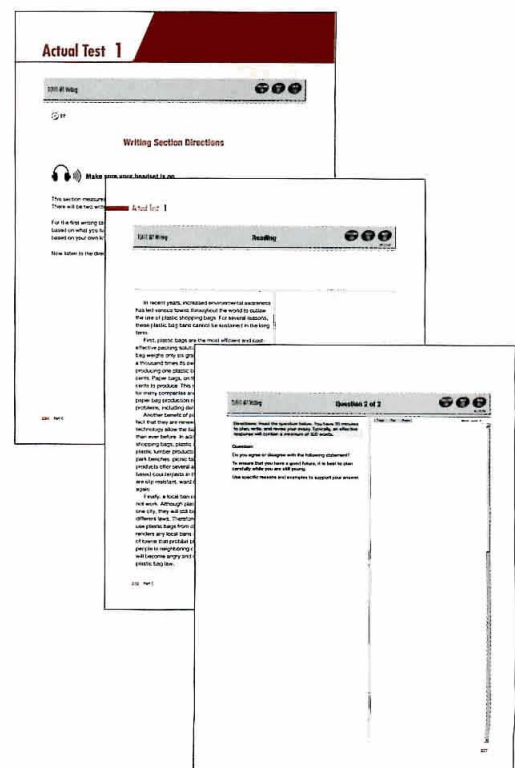
• Independent Writing Task – Weak Response

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



Part C Experiencing the TOEFL® iBT Actual Tests

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



Part A

Understanding

Writing
Question Types

Introduction to the Writing Section

A. Organizing Information

The writing section is the last part of the TOEFL® test and consists of two portions: the Integrated Writing Task and the Independent Writing Task. The Integrated Writing Task requires students to explain how a short reading passage and lecture are related while the Independent Writing Task requires test takers to explain their opinions about a given situation. Test takers have 20 minutes to complete the Integrated Writing Task. For the Independent Writing Task, they have 30 minutes.

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

- 1 Brief Introduction
 - a. Thesis Statement
- 2 First Idea
 - a. General Statement
 - b. Detailed Supporting Example
- 3 Second Idea
 - a. General Statement
 - b. Detailed Supporting Example
- 4 Third Idea
 - a. General Statement
 - b. Detailed Supporting Example
- 5 Conclusion (Optional)

An essay that follows this basic format is likely to earn a decent score. The most important thing students can do to boost their score is to present their ideas clearly by using relevant examples. Strong support and vivid details are essential for earning a top score.

To this end, it is important to remember that the TOEFL® evaluators recognize that students' essays are first drafts written with limited preparation by non-native English speakers. They do not expect test takers to produce polished, well-researched essays. They are simply looking to see that they can communicate their ideas in a reasonably clear manner. An essay with errors can still earn a top score.

B. Information Organization Exercise

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

- | | |
|--|--|
| <ul style="list-style-type: none">• Uniforms are not as expensive as brand-name clothing.• Uniforms make it easy to get ready for school.• School colors make students feel like they are a part of a group. | <ul style="list-style-type: none">• One uniform costs little money.• Uniforms create a sense of unity among students.• Students do not have to waste time choosing clothing.• Uniforms are a good idea. |
|--|--|

- 1 Thesis Statement: _____
- 2 First Supporting Argument: _____
 - a. Detailed Supporting Example: _____
- 3 Second Supporting Argument: _____
 - a. Detailed Supporting Example: _____
- 4 Third Supporting Argument: _____
 - a. Detailed Supporting Example: _____

- | | |
|---|---|
| <ul style="list-style-type: none">• Our solar system is shaped like a disk.• Solid elements joined together in areas of high gravity.• The sun retains 99 percent of the cloud's mass.• The planets formed in these areas. | <ul style="list-style-type: none">• The nebular hypothesis states that our solar system was formed from a cloud of dust and gas.• Most of the nebula's mass became the sun.• Gravity caused the cloud to flatten and to become disk shaped. |
|---|---|

- 5 Thesis Statement: _____
- 6 First Supporting Argument: _____
 - a. Detailed Supporting Example: _____
- 7 Second Supporting Argument: _____
 - a. Detailed Supporting Example: _____
- 8 Third Supporting Argument: _____
 - a. Detailed Supporting Example: _____

Introduction to the Integrated Writing Section

A. Explanation of the Integrated Writing Task

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

B. Integrated Writing Task Wording

There are five possible writing tasks test takers will be presented with, but they all require learners to summarize the lecture and to explain how it either supports or contradicts the reading.

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

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

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

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

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

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

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

C. Writing Tips for the Integrated Writing Task

- Take notes on all of the main ideas from the reading passage and lecture. Be sure to write down supporting arguments and examples for each idea from both the reading passage and lecture.
- Write your notes in two columns, with the notes for the reading passage on the left and the notes for the lecture on the right. This will make it easier for you to compare their main ideas when it is time for you to write.
- Take one minute to organize your ideas before you begin writing. Refer to your notes as you write.
- Focus primarily on summarizing the lecture in your response. Be sure to include all of the main ideas and examples from the lecture. Do not give your opinion about the topic.
- Use only one or two sentences per paragraph to explain how the reading relates to the lecture.
- Begin each paragraph with clear, simple transitions.
- Manage your time wisely. Try to spend no more than five minutes writing each paragraph.
- Use the last one to three minutes to proofread your response. Make corrections as necessary.

D. Sample Integrated Writing Task

► Reading Passage

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

Many public schools throughout the United States are facing enormous budget cuts and other financial and academic challenges. In this environment, many music education programs are in jeopardy. While supporters of music education are fighting desperately to keep it part of the required curriculum, it is best that music education be relegated to an extracurricular activity.

With student performance falling and academic standards rising, attracting talented and dedicated teachers should be the top priority for all schools across the nation. To do this, schools must be willing to pay teachers high salaries and to provide both teachers and students quality learning environments. For this to happen, schools must cut all programs that are not a part of standardized testing, namely music and art.

Proponents of music education often contend that music helps students perform better in subjects such as math and science. In reality, there is little concrete evidence to support these claims. On the contrary, while music is superficially rational, it is ultimately not a logical undertaking but rather is based primarily on intuition. To argue that music promotes logical thinking is itself irrational.

Finally, there is the discord between music education and our educational system. Our school system is predicated upon objectively grading student performance. With subjects that have definite answers, such as math and science, this is an easy proposition. However, music can never be graded objectively. By imposing a grading system upon music, schools are diminishing the true merit of music: to express oneself freely. Students who genuinely enjoy music do not need to be graded. If anything, grading will make music less appealing to them. Thus, music loses its value when it is incorporated into the mandatory curriculum.

Following this, you will listen to a lecture:

► **Lecture**

01

Narrator (Male)

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

Professor (Female)

We hear a lot today about schools cutting their arts programs in order to compensate for slashed budgets. Many teachers and parents believe that students should focus on the 3Rs . . . and, um, maybe a little history and science for good measure. Unfortunately, by cutting art and music programs, schools may actually be preventing students from improving their academic performance.

Many argue that music programs are cost prohibitive. There is little justification for this. The reality is that sports programs are far more expensive to maintain than any music program. Schools often spend tens, if not hundreds of thousands of dollars, to build elaborate sports stadiums, to purchase team uniforms, and to pay coaches. Music programs, on the other hand, are um, not nearly as expensive . . . Most students buy and maintain their own instruments, and music teachers usually don't command six-figure salaries like most football coaches do.

Furthermore, recent studies have shown that learning how to play an instrument improves communication between the brainstem and the neocortex. By strengthening the relationship between these two areas of the brain, students, uh, develop higher brain functions that are used in math and science and also improve their listening comprehension and second language acquisition skills.

Another beneficial aspect of music education is that it has something Aristotle defined as extrinsic and intrinsic value. Let me elaborate. Music education has extrinsic value in that becoming a skilled musician can possibly lead to a fulfilling career in music as an adult. Of course, this is not true for every student. What is true for all students, though, is music's intrinsic value: the sheer joy it imparts on both the listeners and the musicians themselves. By studying music, students can become happier and more productive in other areas of their lives.

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

► **Directions and Writing Task**

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

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

02

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

E. Note-Taking

To be successful on the writing portion of the TOEFL®, you must get into the habit of taking good notes. In order to do that, you must be able to identify the main ideas in a passage and differentiate them from supporting arguments and details.

► Sample Notes

For the sample reading passage earlier in the unit, you should have written notes similar to the following:

- 1 **Main Idea of the Passage:** Music education should not be included in the regular curriculum.
- 2 **First Supporting Argument:** Schools need to attract the best teachers possible.
need to offer teachers high salaries
cut all programs not included in standardized testing
- 3 **Second Supporting Argument:** Music education does not improve math and science ability.
little evidence to support this argument
music does not rely on logic but rather intuition
- 4 **Third Supporting Argument:** Music education does not fit well with our education system.
no definite answers; cannot be graded
should not be graded; expression main pleasure

As you can see, these notes clearly summarize the main points of the reading while including the supporting details.

► **Note-Taking Exercise**

01

You will now listen to the lecture. As you listen, complete the outline below. Try to make your notes as detailed as the ones given for the reading.

- 1 **Main Idea of the Passage:** _____

- 2 **First Supporting Argument:** _____

- 3 **Second Supporting Argument:** _____

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

F. Tandem Note-Taking

Now that you have notes for both the reading and listening, it is time to fill in the tandem notes. These notes will help you when you write your response.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

G. Writing Exercise

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

Writing Guide

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

02

First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

H. Integrated Writing Scoring Rubric

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

Score 5

A response scoring a 5 successfully summarizes the main ideas from the lecture and clearly explains how these arguments relate to those presented in the reading passage. Essays of this level are well organized and contain very few grammatical errors, which do not obscure the essay's meaning.

Score 4

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

Score 3

A response scoring at this level explains some of the main ideas from the lecture and how they relate to those presented in the reading passage, but it does so in a way that is vague, unclear, or occasionally incorrect. A response that fails to include one of the main ideas from the lecture will also score in this level. Finally, essays scoring a 3 may also be characterized by more frequent grammatical errors that make it difficult to understand the relationship between the arguments made in the lecture and in the reading passage.

Score 2

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

Score 1

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

Score 0

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

I. Strong Response

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

Contradictory sentence (3)	Topic sentence (3)	Thesis statement
Opening sentence	Example (3)	

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

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

_____ 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. _____ The reasons are that music students pay for their own equipment and music teachers are paid much lower salaries than most football coaches. _____ These points contradict the reading passage's argument that music programs are too expensive to maintain.

_____ Next, the lecturer argues that playing an instrument helps improve brain performance. _____ 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. _____ This goes against the argument made in the reading passage that music does not help students perform better in other subjects.

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

J. Weak Response

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

According to the lecture, the school must not cut there music programs because it does not help. Actually schools maybe hurting there performance by getting rid of music programs. The music program are not expensive, but the reading says music programs are a waist of money. The lecture says that school spend much more money to play football and salaries and music programs are not as expensive. So this means that schools must include music programs in their cirriculum.

Furthurmore, the lecture talks about playing music and making the connections inyour brain stronger. So student becomes better at math and sciences. The professor also say that playing a instrument makes your listening better and helps with second language learning.

Another reason that the lecture support music program is that music has a intrinsic and a extrinsic value which Aristotle said. The reading say music has no definite answers. So it should not be in school. However because music has a intrinsic and a extrinsic values, it is good to be in school.

► Analysis Exercise

Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization						
Unity						
Language Use			✓			

Final Score _____

Introduction to the Independent Writing Section

A. Explanation of the Independent Writing Task

The Independent Writing Task is the second half of the TOEFL® iBT writing section. Test takers have 30 minutes to write an essay explaining their options about a given question. Typically, an effective response is between 300 and 400 words in length. In order to earn a top score, test takers must clearly present their ideas by using logical arguments and effective supporting examples. Strong responses generally include an introductory paragraph with a clear thesis statement, two or three supporting paragraphs with focused topic sentences, and a brief concluding paragraph.

B. Independent Writing Task Wording

There are three possible writing tasks you will be presented with, but they all ask you to express your opinion about an important issue. Note that virtually all of the topics for the Independent Writing Task have been the agree/disagree type.

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

- Do you agree or disagree with the following statement?

[A sentence or sentences that present an issue]

Use specific reasons and examples to support your answer.

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

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

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

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

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

C. Writing Tips for the Independent Writing Task

- Take three to five minutes to brainstorm and to outline your response before you begin writing.
- Reword the question in your thesis statement.
- Make a few general statements about the topic in your opening paragraph.
- Include at least two main ideas in your essay to support your opinion.
- Illustrate your supporting ideas and examples from your personal experience and knowledge.
- Manage your time wisely. Try not to spend more than seven to ten minutes writing each paragraph.
- Use the last one to three minutes to proofread your response. Make corrections as necessary.

D. Sample Independent Writing Task

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

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

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

It is important to be polite and courteous to everyone, even strangers.

Use specific reasons and examples to support your answer.

E. Generating Ideas

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

Idea Box

- 1 How can being polite make relationships with family and friends better?
- 2 How will people you do not know treat you if you are polite to them?
- 3 How can being polite to somebody affect that person's mood?

A Agree:

Reason 1:

Reason 2:

Reason 3:

Idea Box

- 1 Is it always possible to be polite? Explain.
- 2 How do you treat strangers differently from family and friends?
- 3 What are some times when it is better not to be polite?

B Disagree:

Reason 1:

Reason 2:

Reason 3:

F. Outlining Exercise

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

► Planning

Use the outline to plan your response to the following: Do you agree or disagree with the following statement? It is important to be polite and courteous to everyone, even strangers. Use specific reasons and examples to support your answer.

Thesis Statement (Agree / Disagree)

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

G. Writing Exercise

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

Writing Guide

Do you agree or disagree with the following statement? It is important to be polite and courteous to everyone, even strangers. Use specific reasons and examples to support your answer.

First Paragraph

State and discuss
thesis

Second Paragraph

First main
supporting idea

Supporting detail

Example

Third Paragraph

Second main
supporting idea

Supporting detail

Example

Fourth Paragraph

Third main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

H. Independent Writing Scoring Rubric

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

Score 5

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

Score 4

An essay scoring at this level generally addresses the topic well although it may not fully develop all supporting ideas. It is clearly organized for the most part, but it may include some unclear transitions, redundancies, and/or digressions. An essay at this level is fairly well developed, but it may lack sufficient detail to fully explain supporting ideas. It may also include more noticeable errors in grammar and word choice that do not obscure meaning.

Score 3

An essay scoring at this level addresses the topic using explanations and examples that are somewhat unclear and underdeveloped. It displays unity and coherence but may not include sufficient transitions between ideas. An essay scoring at this level may also include accurate but limited sentence structures and vocabulary and more frequent grammatical errors that occasionally obscure meaning.

Score 2

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

Score 1

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

Score 0

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

I. Strong Response

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

Summary	Opening sentences	General statement (2)	Thesis statement
Example (2)	Topic sentence (2)	Final comment	

_____ 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. _____ 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.

_____ Being polite to family members can directly impact your quality of life. _____ 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. _____ 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 members of your family grow closer to each other and help them feel relaxed and comfortable.

_____ Being polite to strangers can both directly impact your life and indirectly impact all of society. _____ Doing something as simple as holding a door open for a stranger can make that person feel less stressed while making yourself feel good. _____ 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.

_____ So the next time you decide against thanking your server at a restaurant, keep this thought in mind: Rudeness is a contagious disease. _____ Instead of making the world a more hostile place by being rude, make it a more hospitable place by being courteous.

J. Weak Response

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

The topic says that being polite all the time is better. However I don't think that is the true.

Firstly, when you are all the time polite, people take advantage of you. Let me give example. When I was child, I was so polite. So then people weren't very nice to me. They think maybe I could not defence myself. Therefore, I changed to become less nice. What that happened I suddenly got more respect. This can be true for adults also. Say if you are bussness man. You have to deal people alot. If you are too nice, its like commit business suiside! Once you aren't so polite, those people will act more respect to you.

Secondly, most of the others people aren't too polite. So why should be polite at them? In other words, you shouldn't. When people aren't nice, you don't need to be polite, either. This mostly true with strager. Since you don't know them, can you take the benefits? I didn't think so. So I believe that treating others like you are being treated. In other word, when the other people are doing something to you, you are doing something likewise to them. For instance, if slam the door in your face when you walking, so do you too. But when people aren't too rude, then you can be not too rude back for them.

When you have politeness, sometimes its a good thing. But a lot of times, this is not true. The question said to be nice to others is more good then being rude. But like I said before it is better to not be polite with people most of time.

► Analysis Exercise

Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development			✓			
Organization						
Unity						
Language Use						

Final Score _____

Building
Knowledge & Skills
for the Writing

Part B

Chapter 1

- **Integrated Writing**
Education
- **Independent Writing**
Job Satisfaction vs. High Salary

Vocabulary

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

pour (v)

to move with a continuous flow

The rain poured down in sheets during the tropical storm.

gleaming (adj)

something that shines with a steady light

The gleaming glass tower became the standout landmark in the city's skyline.

exorbitant (adj)

excessive in quality, size, or amount

Consumer rights groups protested the exorbitant prices charged by the electric company.

revenue (n)

the total amount of income produced by a given source

Our company's annual revenue has decreased this year due to the global economic slowdown.

extracurricular (adj)

not falling within the scope of the standard school curriculum

When I was in college, I participated in many extracurricular sports on campus.

tremendous (adj)

unusually large; huge

My careless, wasteful spending has led to a tremendous amount of credit card debt.

topnotch (adj)

of the highest quality; first-rate

Our handcrafted shirts are made from only topnotch fabrics and materials.

garner (v)

to collect; to accumulate

In an election, the winning candidate garners more votes than the losing candidate.

Reading

Read the passage carefully. Be sure to take notes in the margins about the main ideas and supporting examples from each of the body paragraphs. You have 3 minutes to read.

In the past few years, high schools across the country have poured millions of dollars into their football programs. Some believe such spending is wasteful and even exorbitant. However, these schools are wholly justified in supporting their athletic teams as best they can for several reasons.



In many small communities, high school football is a major source of entertainment. In these places, football games bring in thousands of sports fans, and in order to attract more fans, schools must be willing to build clean and modern facilities. Consider the case of one high school that saw attendance at its football games nearly double after building a new five-million-dollar stadium. Thanks to its investment, the school was able to provide the community with a great source of entertainment in a clean and safe environment.

Another justification for schools to invest in their football teams is the potential increase in revenue. Schools that have invested in their football teams have been able to generate vast amounts of funding for various programs. For instance, one high school has been able to garner a fifty-thousand-dollar annual income from its football games, which it then used to pay for all of the other extracurricular programs at the school.

Perhaps the greatest benefit of high school football is that it provides troubled youths with a reason to stay in school. Schools that spend more

money on their football programs are able to produce winning teams. And when a school has a winning team, more students are likely to try out. In turn, this affords many young men a reason to stay in school, which has a tremendous impact on both individual students and the community at large. Therefore, it is only logical that schools spend the amount of money necessary to maintain topnotch football programs.

Note - Taking ▶ Refer to the reading to complete the outline below.

- 1 Main Idea of the Passage: _____
- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: *Schools can increase their revenue by investing in their football teams.*
- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 How does spending large amounts of money on football go against the mission of public schools?

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

Vocabulary

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

headline (n)

the large-print words at the top of a newspaper story or article
Studies have shown that young people only read the headlines when they read the newspaper.

deal with (phr v)

to handle or take care of a problem
The best way to deal with a bad situation in your life is to face it head on.

attendance (n)

the number of people present at an event
Due to unusually cold weather, football game attendance has greatly decreased.

elaborate (adj)

planned or executed with painstaking attention to detail
In spite of their elaborate escape plan, the bank robbers were still caught.

highlight (v)

to bring attention to
In my speech today, I want to highlight the three most important issues that are damaging our company.

creed (n)

a system of belief, principles, or opinions
The government has made laws preventing employers from discriminating based on a person's race or creed.

Listening

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

03



Note-Taking ▶ Refer to the listening to complete the outline below.

- 1 Main Idea of the Lecture: _____

- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: *Schools spend money on stadiums in spite of losing classroom funding.*
- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 In what ways does the professor refute the points made in the reading?

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

Tandem Note - Taking ▶

Refer to the outlines for the reading and listening to complete the side-by-side notes below. Include only the three points from the reading and listening that clearly contradict each other.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Scaffolding

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

The lecture completely supports/refutes the reading passage.

The professor's main purpose is...

He uses three main supporting ideas.

The reading suggests... but the listening completely contradicts this.

The professor's next point is...

He illustrates his point by referencing...

This goes against the reading, which says...

The professor concludes his lecture by...

While both the reading and lecture agree that...

Writing



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

Writing Guide

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

04

First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

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

The lecture completely refutes the reading passage. 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.

He begins by mentioning the correlation between expensive football stadiums and spectator attendance. The reading suggests that building fancy stadiums increases attendance, but the listening contradicts this. 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.

The professor's next point is about funding. 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. Again, this goes against the reading, which says high school football games "generate vast amounts of money" for schools.

The professor concludes his lecture by bringing up the purpose of public schools, which is to provide an equal education for all. While both the reading and lecture agree that football programs can benefit the players, the lecture states that spending so much money just on football does not give all students the benefits they deserve.

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

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 List some of the transitions the writer used on the lines below.

Revising ▶ Use the guided sample response to help you revise your own response on the previous page. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

According to the lecture, the schools are spending so much money on football program. The professor gives three reason to support his arguement . His first argument is that schools maybe spending lots of money on football stadium but it doesn't help make games more fun to see. He says that schools have same attendance for many years and some schools have decreased attendance because tickets are too expensive. But the reading say that new stadiums causes more people to see the football games.

His second reason is schools are spending money when they can't afford to. He gives the example that Texas schools spend \$20million on new football stadiums but they're not getting money to pay teachers and by books for their classes. Nevertheless, the reading say that schools make more money when they build elaborate football stadiums.

His third arguement is that school's do not keep in mind the purpose of public education which say that all students are treated equal. But he say spending lots of money on the football does not benefit all student. Only students who play the football. In this case, the reading say that having a good football team have tremendous impact on young men who would want to quit the school.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development		✓				
Organization						
Unity						
Language Use						

Final Score _____

Critical Analysis ▶ Which of the following sentences could be added to help summarize the lecture?

- (A) Studies have shown that schools benefit from investing in sports as well as academics.
- (B) Additionally, a winning football team can benefit both the students and the community at large.
- (C) He says that schools should spend money to attract talented teachers rather than to build elaborate football stadiums.

Independent Writing

Job Satisfaction vs. High Salary



Do you agree or disagree with the following statement? Being happy with one's job is more important than receiving a high salary. Use specific reasons and examples to support your answer.

Generating Ideas



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

Idea Box

- 1 How does job satisfaction affect productivity?
- 2 What is the relationship between job satisfaction and stress?
- 3 What are the working conditions like at most high-salary jobs?

A Agree:

Reason 1:

Reason 2:

Reason 3:

Idea Box

- 1 What practical benefits does earning a high salary have?
- 2 In what ways can money bring happiness?
- 3 How can earning a high salary eventually lead to job satisfaction?

B Disagree:

Reason 1:

Reason 2:

Reason 3:

Developing Ideas



Having examined the two options, which do you feel more comfortable developing into an essay?

Planning



Use the outline to plan your response to the following: Do you agree or disagree with the following statement? Being happy with one's job is more important than receiving a high salary. Use specific reasons and examples to support your answer.

Thesis Statement (Agree / Disagree)

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

Scaffolding

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

The old saying... still rings true.

I believe that happiness/a high salary is more important for...

While being happy at work/earning a high salary has its benefits, I feel that...

There are some things money cannot...

Happiness alone does not...

Having a lot of money can make a person...

Being happy at work can greatly boost...

Many high-paying jobs are...

To illustrate this...

Writing

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

Writing Guide

Do you agree or disagree with the following statement? Being happy with one's job is more important than receiving a high salary. Use specific reasons and examples to support your answer.

First Paragraph

State and discuss
thesis

Second Paragraph

First main
supporting idea

Supporting detail

Example

Third Paragraph

Second main
supporting idea

Supporting detail

Example

Fourth Paragraph

Third main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

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

Vocabulary

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

ring true (*exp*)

to sound or seem true or likely

Mark's excuse for being late does not ring true.

material (*adj*)

of, relating to, or affecting economic or physical well-being

We live in a material world where many people are obsessed with making money.

broken (*adj*)

torn apart by divorce, separation, or the desertion of a parent or parents

Following the divorce of their parents, Janet and Harry were forced to grow up in a broken home.

deplore (*v*)

to feel or express strong disapproval of; to condemn

We should not deplore criminals but rather try to understand and help them.

dread (*v*)

to anticipate with alarm, distaste, or reluctance

After a long night out with my friends, I dreaded the long drive home the next morning.

chronically (*adv*)

lasting for a long period of time or marked by frequent recurrence, as with certain diseases

Working in a steel mill made Danny chronically ill.

The old saying "Money cannot buy happiness" still rings true. Indeed, job satisfaction can bring greater happiness than any amount of money can. Many young people mistakenly believe that true happiness can be found by working in a job that pays well. 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. To illustrate this, I will give a personal example. When I was growing up, my family was not rich. My father worked as a manager at a small company, and my mother worked as an elementary school teacher. 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. Eventually, the husband and wife divorced, and the children were left to grow up in a broken home.

Job satisfaction is also an important part of a healthy life. Most people spend at least half of their waking hours at their jobs. If they are not happy, they can suffer from depression, fatigue, stress, and many other health problems. In my case, I once worked at a high-paying job that I deplored. I dreaded waking up each morning, gained an unhealthy amount of weight, and became chronically fatigued. After only six months, I switched to my current job. 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.

Finally, liking what you do is essential to working well. Job performance is almost entirely dependent on job satisfaction, as many studies have proven. One such study surveyed computer programmers. A famously high-paying job, computer programming attracts both people who are genuinely interested in programming and those who are in it only for the money. 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.

It is true that earning a lot of money has its advantages. 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.

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

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

Revising ▶ Use the guided sample response to help you revise your own response to the question. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The topic asks whether or not I agree or disagree that being happy with one's job is more important than receiving a high salary. For the following three reasons, I strongly disagree.

For starters, earning a lots of money lets people be happier. Let's pretend somebody has a lot of bills they has to pay. Because a person doesn't make a lots of money they can not pay there bills very easy. So they get stressed. For this reason, we know that making a lot of money let's people become more healthy and happy.

Moreover, people who make much moneys can be more satisfy with their life. People who have a lot of moneyhave more stuffs. So the stuffs make them happier. Consider the rich people like Warren Buffit and Bill Gates. Since he makes a lot of money he therefore is very happy. For this reason, earning a lot of money is a good thing.

Making a lots of money makes you work more hardly. Like last year I worked at fast food resatrant. I had to cook the burgurs clean the floor and order to the customers. When I worked I made little moneys. Therefore I wasn't happy. But if I made a lot of moneys I would be so happier. This proves that making alot of money, you can be more happy.

Being happy at you job is nice but, you need to make a lots of money to be really happy. So I disagree with being happy in your job with out a lot of money.

Evaluation ► Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization			✓			
Unity						
Language Use						

Final Score _____

Critical Analysis ► Which of the following topic sentences would best strengthen this response?

- (A) Earning a high salary can motivate you to work diligently at an otherwise unfulfilling job.
- (B) People who earn a large salary spend so much time working that they rarely have the time to enjoy their material wealth.
- (C) Ideally, one should find a balance between earning a high salary and enjoying his or her work.

Part B

Chapter 2

- **Integrated Writing**
Political Science
- **Independent Writing**
Broad Knowledge vs. Specialized Knowledge

Vocabulary

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

foray (n)

an initial attempt, especially outside of one's area

The action film star's foray into politics was surprisingly successful.

sovereignty (n)

complete independence and self-government

The U.S. gained sovereignty from the U.K. following its victory in the Revolutionary War.

colonize (v)

to move in and take control of an area

During the seventeenth and eighteenth centuries, the U.K. colonized many parts of the world.

retribution (n)

the act of attacking in response to a first attack

I know I will face retribution for writing such a controversial book.

sphere (n)

an area of power, control, or influence; a domain

During the nineteenth century, Britain's sphere of influence extended to every corner of the globe.

stem (v)

to stop; to restrict

New laws have been introduced to stem the flow of illegal immigration.

amend (v)

to make changes to a law; to correct; to fix

I really think you should try to amend your relationship with Kayla.

prohibit (v)

to forbid by law or by an order

Smoking is prohibited in public restrooms.

intervene (v)

to interfere, usually through force or threat of force, in the affairs of another nation

Any parties that intervene in the affairs of our nation will suffer serious consequences.

Reading

Read the passage carefully. Be sure to take notes in the margins about the main ideas and supporting examples from each of the body paragraphs. You have 3 minutes to read.

The Monroe Doctrine was one of the United States' first forays into international policy. Introduced on December 2, 1823, by President James Monroe, the doctrine stated that any efforts by European powers to colonize land or to interfere with states in the Americas would be viewed by the U.S. as acts of aggression requiring U.S. attention. In the 200 years since its introduction, the Monroe Doctrine has served as the cornerstone for maintaining the sovereignty of nations throughout the Americas.



Before the enactment of the doctrine, the U.S. had little influence beyond its shores. The doctrine changed this. It specified that no member of the Old World could attempt to colonize or otherwise affect nations located within the New World without facing retribution from the United States. Thus, the U.S. was able to extend greatly its sphere of influence throughout the Americas.

One of the main purposes of the doctrine was to stem the flow of colonization throughout the New World. President Monroe, after whom the doctrine was named, was morally opposed to colonization by European powers, and he stated that "the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any

European powers.” The United States was able to provide former European colonies with the protection and support they needed to gain sovereignty.

By preventing colonization, the doctrine promoted democracy and stability throughout the Americas. Changes made to the doctrine throughout the nineteenth century helped Central and South American nations to become sovereign. One such example of this occurred in the 1870s, when President Ulysses S. Grant amended the doctrine to prohibit European powers from intervening in Latin American affairs.

Note - Taking ▶ Refer to the reading to complete the outline below.

- 1 Main Idea of the Passage: _____
- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: _____

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

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 How did the U.S. benefit from keeping European powers out of the Americas?

- 2 Do you think the Monroe Doctrine ultimately helped other nations become independent?

Vocabulary

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

superpower (n)

a powerful and influential nation

The world's leading superpowers are the United States and China.

tacitly (adv)

in an unspoken manner; implied

The lawmaker tacitly acknowledged the political risks of endorsing the unpopular plan.

yearn (v)

to have a strong longing for; to covet

I yearn to return to my home country after being gone for nine years.

clout (n)

influence; pull

As more women move into the workplace, they are gaining more clout in the office.

guise (n)

a false appearance; a pretense

The thief was able to enter the apartment under the guise of being a police officer.

usurp (v)

to seize and hold by force without legal authority

New York has recently usurped the title of the world's leading financial center from London.

double standard (n)

a moral or ethical code that applies to one group more strongly than to another

Sandra complained that her father had a double standard; her younger brothers were allowed to date, but she was not.

check (v)

to stop the motion of abruptly; to halt

Heavy rains checked the army's advance through the mountains.

hegemony (n)

the predominant influence of one state over others

With the rise of China, the U.S.'s hegemony may be drawing to a close.

annex (v)

to add territory to an existing nation

The city will determine whether or not to annex land east of Highway 75.

Listening



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

05

VOLUME

HELP

NEXT



Note-Taking ▶ Refer to the listening to complete the outline below.

- 1 Main Idea of the Lecture: _____

- 2 First Supporting Argument: *The Monroe Doctrine did not help the U.S. gain international authority.* _____
- 3 Second Supporting Argument: _____

- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 In what ways does the lecturer refute the points made in the reading?

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

Tandem Note - Taking ▶

Refer to the outlines for the reading and listening to complete the side-by-side notes below. Include only the three points from the reading and listening that clearly contradict each other.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Scaffolding

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

The reading passage and lecture mainly deal with...

The lecturer's arguments refute those made in the...

The reading suggests... but the listening completely contradicts this.

The professor then explains that...

She illustrates her point by referencing...

This directly rebuts the reading passage's claim that...

The lecturer concludes by mentioning...

Writing



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

Writing Guide

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

06

First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

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

The lecturer talks about how the Monroe Doctrine was ultimately created to benefit the United States. 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. 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. This calls into question the reading passage's assertion that the doctrine helped the U.S. extend its sphere of influence.

The professor's next point is about the relationship between the doctrine and colonization. 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 Spain and to carry out its goal of Manifest Destiny. This goes against the reading passage's claim that the doctrine prevented colonization.

Finally, the instructor argues that the doctrine was used to establish U.S. hegemony throughout the Americas. She illustrates this by mentioning how the U.S. relied on the doctrine to intervene on the conflict between Venezuela and Great Britain. Her argument rebuts the reading passage's argument that the U.S. created the doctrine to altruistically promote democracy.

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

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 List some of the transitions the writer used on the lines below.

Revising ▶ Use the guided sample response to help you revise your own response on the previous page. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The reading and the lecture both talked about the Monroe Doctrine. The reading argues that the Monroe Doctrine created a better condition for the Latin America nation, which the professor disagreed with.

First of all, it was said that the Monroe Doctrine helps the US expands its influence to other nations. On the other hand, it was said that the Doctrine was more about crying for the attention. So perhaps it was not able to create more power for the US. In this way, the reading and professor were in opposition.

Next of all, the reading and listening again differs. It was mentioned that the document stem the flow of colonization around the New World, according to the President Monroe. This was contradiction by the fact that the US had it's many fest destiny, which made it go from both the coast.

Finally of all, the Doctrine helped keep the peace in the Americas. The President Ulysses made the Doctrine prohibit the European powers from influence Latin American affairs. This was unlike the argument made in the reading. There is was said that the Doctrine made a hay jemonie.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization		✓				
Unity						
Language Use						

Final Score _____

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

- (A) President Ulysses S. Grant amended the doctrine so that European powers could not intervene in Latin American affairs.
- (B) Because of the doctrine, the U.S. was able to expand its territory.
- (C) According to the professor, the doctrine served to get the attention of Great Britain, which was the world's superpower at the time.

Independent Writing

Broad Knowledge vs. Specialized Knowledge



What is more beneficial: having a broad knowledge of various academic subjects or specializing in only one? Use specific reasons and examples to support your answer.

Generating Ideas

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

Idea Box

- 1 How does a broad knowledge base help with solving problems?
- 2 How can a generalized education help students figure out which subject they enjoy most?
- 3 Do you think having a broad knowledge base makes it easier or more difficult to get a job?

A Having broad knowledge is more beneficial:

Reason 1:

Reason 2:

Reason 3:

Idea Box

- 1 How does specialized knowledge help with solving problems?
- 2 How does specialized knowledge make solving problems more difficult?
- 3 Do you think having specialized knowledge makes it easier or more difficult to get a job?

B Having specialized knowledge is more beneficial:

Reason 1:

Reason 2:

Reason 3:

Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay?

Planning

Use the outline to plan your response to the following: What is more beneficial: having a broad knowledge of various academic subjects or specializing in only one? Use specific reasons and examples to support your answer.

Thesis Statement (Broad Knowledge / Specialized Knowledge)

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

Scaffolding

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

I believe that a broad/specialized education is...

While a broad/specialized education has its benefits, I feel that...

A broad education allows you to...

Mastery of one subject is more important than...

A broad education can teach you how to...

Individuals with specialized skills are able to... more easily.

To illustrate, I will share the experiences of...

In conclusion, I feel that a broad/specialized education is...

Writing

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

Writing Guide

What is more beneficial: having a broad knowledge of various academic subjects or specializing in only one? Use specific reasons and examples to support your answer.

First Paragraph

State and discuss
thesis

Second Paragraph

First main
supporting idea

Supporting detail

Example

Third Paragraph

Second main
supporting idea

Supporting detail

Example

Fourth Paragraph

Third main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

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

Vocabulary

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

revere (v)

to regard with great awe and devotion

Many Americans revere great leaders from the past, such as George Washington and Abraham Lincoln.

polymath (n)

a person who can do many different kinds of work

Some of the most famous polymaths in history include Aristotle and Leonardo da Vinci.

jack-of-all-trades (n)

a person who can do many different kinds of work

A jack-of-all-trades may be a skilled soccer player, accomplished musician, and talented carpenter.

preclude (v)

to make impossible, as by action taken in advance; to prevent

To preclude the risk of injury, please make sure all items are properly stored in the overhead bins.

lucrative (adj)

producing wealth; profitable

Buying real estate is nearly always a lucrative business venture.

self-worth (v)

self-esteem; self-respect

Some argue that girls develop more self-esteem in single-sex schools.

Throughout history, many of the most successful and revered individuals were polymaths, those knowledgeable of numerous academic fields. But in today's increasingly fast-paced and technological society, a broad knowledge of various academic subjects is no longer useful. A specialized education is much more beneficial.

Specializing in one area allows you to master a subject. 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. The generalist, on the other hand, studies many fields but masters none, as in the saying, "Jack of all trades, master of none." A specialized education allows you to develop a level of mastery of a subject that a broad education precludes.

Individuals with specialized skills are able to land lucrative jobs more easily. Many of today's highest-paying jobs, such as engineer and computer programmer, require specialized knowledge. An engineer can only design and build a bridge by mastering specific kinds of mathematics and physics while a computer programmer must be proficient in several coding languages in order to write efficient, bug-free code. For high-salary jobs, a specialized education is essential.

Professionals with specialized knowledge tend to have a greater sense of purpose in life. To illustrate, I will share the experiences of two friends who recently graduated from university. One friend studied engineering; the other studied journalism. 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. The engineer friend simply enjoys his. For him, a specialized education has given him a greater sense of self-worth.

In the past, a generalized education was considered ideal. However, as illustrated above, this is no longer the case. 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 ▶ Refer to the sample response to complete the tasks below.

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

Revising ▶ Use the guided sample response to help you revise your own response to the question. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

There are some people today who think a specialized education is essential. in many ways the are right. But if you consider the benefits of a generalized education you will see that its benefits outweigh its disadvantages.

For one, a generalized education cna help you find what you truely enjoy. If you only study one specialized subject, you will not know what an other subjects are like. An you may not learn, what you really enjoy. Take for example art. If you really like art but never study it how can you know? To learn

about what you really like you need to study many different subjects.

The next thing, a generalized education helps you see things from many peoples points of view. Because you study many different subjects. If you study many different subjects you learn about how something can affect something else. Like a scientist who studies history can know that some kinds of experiments have very negative affects and have cuased problems in the past.

Finally if you study a generalized education, you will have more ineresting conversations. Since you know about many different subjects you can talk about many different things. One thing people think boring is some people who only know about one thing. If you learn a lot of different things you can discuss more interestingly. So for this reason, a generalized education has more benefit.

Evaluation ► Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization						
Unity						
Language Use		✓				

Final Score _____

Critical Analysis ► Which of the following topic sentences would best strengthen this response?

- (A) A generalized education will make you a more adept critical thinker.
- (B) In our information-saturated society, the value of a generalized education is questionable.
- (C) Most ancient Greek philosophers had a generalized education.



Part B

Chapter 3

- **Integrated Writing**
Engineering
- **Independent Writing**
Making Decisions

Vocabulary

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

scant (*adj*)

noticeably deficient in quantity, fullness, or extent

Given the high unemployment rate, there is scant probability that Doug will find a new job.

aerodynamic (*adj*)

related to the forces of wind against objects

A bus is less aerodynamic than a sports car.

contested (*adj*)

in doubt or dispute

Seeing as how the results of the study are contested, NASA is calling for a second round of testing.

buffet (*v*)

to strike against forcefully; to batter

The storm waves buffeted the small craft caught out at sea during the typhoon.

rock (*v*)

to sway violently, as from a blow or shock

The nation of El Salvador was recently rocked by powerful earthquakes.

span (*n*)

the measure of space between two points or extremities, such as a bridge or roof

The span between the arches is eight feet.

self-perpetuating (*adj*)

able to renew oneself or itself indefinitely

Poverty is a self-perpetuating problem, and it is therefore very difficult to prevent.

affix (*v*)

to secure to something

The manager affixed the notice about employee terminations to the wall.

Reading

Read the passage carefully. Be sure to take notes in the margins about the main ideas and supporting examples from each of the body paragraphs. You have 3 minutes to read.

The Tacoma Narrows Bridge was opened to traffic on July 1, 1940. A scant four months later, “Galloping Gertie” collapsed into the cold waters below. In the decades since its collapse, the bridge has become the prime example illustrating the importance of aerodynamics when constructing bridges. Although the exact causes of the bridge’s failure remain contested, the theory of aerodynamic instability remains the most widely accepted.

One of the main factors contributing to the collapse was the narrowness of the bridge’s main span. On the day of the collapse, the bridge was subjected to 42-mile-per-hour winds, which buffeted the main span of the bridge, causing it to rock violently. The exceptionally narrow main span of bridge began to twist in two opposite directions. This twisting motion became self-perpetuating and therefore prevented the bridge from returning to its rest position.

Further contributing to the twisting motion was the lack of support cables. The original design of the bridge called for support cables to be placed every six feet. But in order to reduce construction costs, the number of support cables was reduced by twenty-five percent, making the bridge less stable as a result. Had the bridge been built with the intended number of support cables, it most likely would have been able to resist the forces of the wind.

Margin
Notes

What ultimately could have prevented the collapse was the use of stronger construction materials for the bridge. Earlier suspension bridges, such as New York's Brooklyn Bridge, were constructed out of reinforced concrete trusses affixed to concrete piers. Such designs prevented these bridges from being affected by winds while allowing them to support heavier loads. The reliance on lightweight steel by the designers of the Tacoma Narrows Bridge ensured the bridge's fate.

Glossary

truss (n)

a rigid framework, as of wooden beams or metal bars, designed to support a structure, such as a roof

Note - Taking ▶ Refer to the reading to complete the outline below.

- 1 Main Idea of the Passage: _____
- 2 First Supporting Argument: *The narrowness of the main span contributed to the collapse.* _____
- 3 Second Supporting Argument: _____

- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 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?

- 2 Why do you feel the bridge designers did not use concrete in spite of its superior strength?

Vocabulary

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

disputed (*adj*)

contested; debated

The outcome of the big soccer match is being disputed, and some are calling for a rematch.

employ (*v*)

to put to use; to utilize

The mayor plans to employ many different strategies to improve the city's reputation.

quadruple (*v*)

to multiply or be multiplied by four

The colonel quadrupled the number of guards on base from four to sixteen.

vibration (*n*)

shaking; quivering

The vibrations from my phone awoke me from my sleep.

slippage (*n*)

movement away from an original or secure place

The financial crisis in Dubai has analysts worried about further market slippage.

insufficient (*adj*)

not enough to meet a demand or requirement

One of the main reasons for the great number of casualties on the Titanic was the insufficient number of lifeboats.

reinforced (*adj*)

strengthened; toughened

Reinforced concrete is much stronger than regular concrete.

shortsighted (*adj*)

not carefully considering future consequences

The shortsighted plan failed to account for the city's future population growth.

Listening



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

07

VOLUME
HELP
NEXT

Glossary

self-excited (*adj*) operating without an external source of power

Note-Taking ▶ Refer to the listening to complete the outline below.

- 1 Main Idea of the Lecture: _____

- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: *There is little evidence to suggest that a lack of support cables contributed to the collapse of the bridge.* _____

- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 In what ways does the instructor refute the points made in the reading?

- 2 What examples does the instructor provide to support his argument?

Tandem Note - Taking

Refer to the outlines for the reading and listening to complete the side-by-side notes below. Include only the three points from the reading and listening that clearly contradict each other.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Scaffolding

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

The lecture and reading passage discuss...

The lecturer posits that... which goes against the central idea of the reading passage.

The lecturer begins by explaining...

The lecturer's next point is...

He explains this by mentioning...

This goes against the reading, which says...

The professor concludes his lecture by...

This argument challenges the reading passage's assertion that...

Writing



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

Writing Guide

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

08

First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

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

The reading passage and the lecture discuss the Tacoma Narrows Bridge collapse. The lecture posits that the bridge collapsed due to a flawed design, which runs contrary to the points made in the reading passage.

To begin with, the professor questions the reading's assessment that having a narrow main span contributed to the collapse of the Tacoma Narrows Bridge. He says that the width of the bridge could not affect the bridge's structural integrity in any way. Rather, it was the use of plate girders, which presented an obstacle for the wind, that contributed to the failure of the structure.

The professor then moves on to the issue of the lack of support cables. Though the reading says that a reduction in the number of support cables from the original design decreased the bridge's stability, the professor contends that there is little evidence to support this. 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.

The professor concludes his lecture by discussing the bridge's building materials. While he concedes that the bridge would still be standing had it been built out of stronger materials, he says that a poor design was the ultimate determining factor. Had the bridge employed the more aerodynamic truss design, it would have remained standing to this day.

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

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 List some of the transitions the writer used on the lines below.

Revising ▶ Use the guided sample response to help you revise your own response on the previous page. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The lecture that followed the reading passage about the Tacoma Narrows Bridge collapse, gave some doubt on the cause of the collapse.

Firstly, although the reading said the bridge collapsed because it was too narrow, the lecturer does not agree. He said that even though the bridge was quadrupled in wideness, it wouldn't have mattered because the bridge was built out of solid steel plates that were not aerodynamic.

Secondly, the reading says that not having enough support cables made the bridge collapse. 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.

Thirdly, reading said if the bridge were made with stronger materials, it would still be standing, and the lecturer agreed. However, it suggests that stronger material would not help too much, and that use a truss design was more important. So it wasn't use of wrong materials that made the bridge collapse, but the wrong design.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization		✓				
Unity						
Language Use						

Final Score _____

Critical Analysis ▶ Which of the following sentences would best strengthen the response?

- (A) This design would have been much more aerodynamic and would have allowed wind to pass through the bridge much more easily.
- (B) The width of the main span played the most important role in the collapse of the bridge.
- (C) If the bridge had been constructed with the correct number of cables, it probably would not have collapsed.

Independent Writing

Making Decisions



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

Generating Ideas

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

Idea Box

- 1 How can consulting others make it easier for your idea to become successful?
- 2 What are the benefits of having multiple opinions about a situation?
- 3 How can the advice of others make the decision-making process easier?

A Agree:

Reason 1:

Reason 2:

Reason 3:

Idea Box

- 1 How can asking for the advice of others make it more difficult to come to a decision?
- 2 Who is in the best position to determine your needs?
- 3 What might others think of you if you always ask them for advice?

B Disagree:

Reason 1:

Reason 2:

Reason 3:

Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay?

Planning

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

Thesis Statement (Agree / Disagree)

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

Scaffolding

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

While there are advantages to consulting others/
making decisions alone, I feel that...

One point that succinctly illustrates this idea is...

On the contrary, it is sometimes helpful to...

Let me explain with a personal...

Getting too many opinions can make it difficult to...

People might think you are indecisive if you
always...

People respect those who...

To sum up, making decisions...

Writing

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

Writing Guide**First Paragraph**

State and discuss
thesis

Second Paragraph

First main
supporting idea

Supporting detail

Example

Third Paragraph

Second main
supporting idea

Supporting detail

Example

Fourth Paragraph

Third main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

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

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

Vocabulary

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

consult (v)

to seek advice or information

I consulted with my parents before making my decision to marry Amy.

imperative (adj)

urgent; pressing

It is imperative that you file your taxes immediately to avoid paying any fines.

counsel (n)

advice or guidance, especially from a knowledgeable person

When faced with financial troubles, I sought counsel from my friends and family.

assess (v)

to determine the value, significance, or extent of

Following the flood, the insurance team came to our home to assess the damage.

conundrum (n)

a difficult problem; a dilemma

The war in the Middle East is the great conundrum facing lawmakers today.

mitigate (v)

to moderate in force or intensity of; to alleviate

Following the car accident, I took several different medications to mitigate my pain.

endeavor (n)

an attempt to achieve something

Our company has received the funding we needed to begin our endeavor to research new forms of energy.

Our lives are filled with major decisions. Switching careers. Buying a new car. Starting a business. Getting married. Decisions like these can have tremendous impact on our lives and the lives of those we love. Because of this, I believe it is essential to consult with others when making important decisions.

One of the strongest arguments in favor of consulting with others is the issue of impact. A major decision affects not only your life but also the lives of others. Let me explain with a personal example. I recently got married. This decision impacted not only my life but also the lives of my husband and our families. In this situation, I was not able to make a decision alone. 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.

Impact is not the sole justification for consulting with others, however; there is also the issue of gaining new perspectives. When you make an important decision, it is imperative to consider all available options. Oftentimes, you alone cannot do this, which is why it is essential to seek the counsel of others when making such decisions. Even high-ranking leaders, such as the president of the United States, seek the opinions of others before making a decision. By consulting with others, you are better able to assess all potential outcomes in order to make the best decision possible.

Finally, there is the issue of confidence. When you are faced with a difficult decision, you may not be certain that your solution will be well-received. Unsure of yourself, you may fail to execute your plan successfully. This potential conundrum can be easily mitigated by consulting with, and therefore gaining approval from, others. For instance, I once considered changing my career, but I was not confident that it was a wise decision to do so. I therefore asked my friends and co-workers for advice. When they supported my endeavor, I gained the confidence I needed to execute my plan successfully.

To sum up, making the best decisions is an important part of living a happy life. For the reasons given above, it is imperative to get advice from others when making important decisions.

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

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

Revising ▶ Use the guided sample response to help you revise your own response to the question. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The question says that people should not make important decisions alone. However I disagree for 3 reasons.

the first reason is that one you know what's best for you. That to say, others can not make your decision for you. For example, maybe you want to get a baby, but you ask others opinion. If they tell you not to get a baby, how do you know its right? Only you can chose, what's right.

Second reason is that making decisions alone means you choose quicker. If you ask many people for there opinion it takes alot of time. For instance there's a car you want but you have to take it soon. Since you ask the others opinion you can not, take the car. So you have to make a decision quickly, you should not, ask others opinons because it waists time.

The final reason is that decision making alone means you can only decion. To illustrate, if you ask others opinons you can not know whose to choose it is, nevertheless making decision alone means you know whose it fault. for these 3 reasons I think making decisions alone is best.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization						
Unity				✓		
Language Use						

Final Score _____

Critical Analysis ▶ Where could the following sentence be added to the response?

If you had just made a decision without hesitating, you would have been able to get what you wanted.

- Ⓐ Body paragraph 1
- Ⓑ Body paragraph 2
- Ⓒ Body paragraph 3



Part B

Chapter 4

- **Integrated Writing**
Biology
- **Independent Writing**
Leisure Time

Vocabulary

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

trend (*n*)

the general direction in which something moves

Reports show that the unemployment trend is likely to continue during the next year.

mean (*n*)

the average value of a set of numbers

The mean of the numbers three, six, and nine is six.

irreparable (*adj*)

impossible to repair, rectify, or amend

The flooding did irreparable damage to our home; we will have to rebuild it from the ground up.

unprecedented (*adj*)

never having happened before

The unprecedented Miami snowstorm caused chaos and confusion in the streets.

extinction (*n*)

the death of an animal species

Few animals survived the mass extinction that killed off the dinosaurs.

ozone layer (*n*)

a layer in the atmosphere that absorbs most of the sun's ultraviolet light

Without the ozone layer, all life on the Earth would suffer a mass extinction.

compound (*v*)

to add to; to increase

My financial problems were compounded by the car accident.

emission (*n*)

a substance discharged into the air, especially by an automobile engine

Hybrid cars release fewer emissions than gasoline-powered cars.

Reading

Read the passage carefully. Be sure to take notes in the margins about the main ideas and supporting examples from each of the body paragraphs. You have 3 minutes to read.

It is well documented that the Earth goes through warming and cooling cycles over periods of thousands of years. However, unlike past warming trends, the current global warming trend poses a serious threat to life on the Earth.

During the last century, the Earth has become considerably warmer. The planet's mean temperature has risen by more than one degree Celsius, and the rate at which it is rising is accelerating. Current models indicate that by the year 2100, the Earth's average temperature will rise another three degrees Celsius. This unprecedented rise in temperature will cause irreparable damage to the environment and result in the extinction of countless animal species.

A contributing factor to global warming is solar variation. Over the past century, the Earth has been shifting towards the sun, which has caused temperatures to rise. Unfortunately, the thinning of the ozone layer by greenhouse gasses produced by human activity has hastened this warming trend. Studies have shown that solar radiation levels over the past sixty years have been the highest in recorded history, and they will continue to rise as the ozone layer thins.

Compounding the problem of solar variation is the increase in CO₂ emissions. As a consequence of human activity, CO₂ emissions have nearly

Margin
Notes

doubled over the past five decades and they are continuing to increase at a rate of three percent annually. This jump in CO₂ levels has resulted in the greenhouse effect, which has trapped heat from solar radiation in the Earth's atmosphere. CO₂ remains in the atmosphere for approximately one hundred to two hundred years, and CO₂ levels are predicted to rise dramatically as more nations become developed. As CO₂ output increases, so will the Earth's average temperature.



Note - Taking ▶ Refer to the reading to complete the outline below.

- 1 Main Idea of the Passage: _____
- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: _____

- 4 Third Supporting Argument: *The problems caused by solar variation are compounded by an increase in CO₂ emissions.* _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 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.

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

Vocabulary

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

sensationalist (*adj*)

arousing strong curiosity, interest, or reaction

Today, I want to correct some of the sensationalist and misleading arguments made by the opposition.

catastrophe (*n*)

a very large-scale disaster; a horrible event

Hurricane Katrina resulted in a catastrophe that lasted for several years.

vacillate (*v*)

to sway from one side to the other; to oscillate

Unable to make up his mind, he vacillated between staying and going home.

albeit (*conj*)

even though; although; notwithstanding

Surveys show that a majority of Americans—albeit a slight majority—support the president's new policy.

conclusive (*adj*)

ending doubt or uncertainty; decisive

Even though there is no conclusive evidence pointing to her guilt, Amanda Robins has been sentenced to life in prison.

proponent (*n*)

one who argues in support of something

Proponents of the anti-divorce law argue that divorce is society's most serious problem.

element (*n*)

a substance such as gold, oxygen, or iron

Gold and silver are precious elements.

Listening



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

09



Note-Taking ► Refer to the listening to complete the outline below.

- 1 Main Idea of the Lecture: _____

- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: *There is little evidence to suggest that increased solar radiation levels contribute to global warming.*
- 4 Third Supporting Argument: _____

Critical Thinking ► Consider the following questions. Answer them in complete sentences.

- 1 In what ways does the lecturer refute the points made in the reading?

- 2 What examples does the lecturer provide to support her arguments?

Tandem Note - Taking

Refer to the outlines for the reading and listening to complete the side-by-side notes below. Include only the three points from the reading and listening that clearly contradict each other.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Scaffolding

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

The lecturer argues that... which goes against the arguments presented in the reading passage.

The lecture begins by...

The professor then addresses...

While the reading argues that... the lecturer says that...

She illustrates her point by referencing...

This goes against the reading, which says...

The professor concludes her lecture by...

These arguments go a long way to refuting the argument that...

Writing



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

Writing Guide

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

Ⓢ 10

First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

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

Both the reading and the lecture address the issue of global warming. 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.

The lecturer begins by refuting the argument presented in the reading that the current rise in temperature is unnatural and unprecedented. 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.

The professor then addresses the role solar radiation levels play in global warming. While the reading argues that solar radiation levels contribute to the warming of the Earth, the lecturer says they seem to have little effect on climate change. 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.

The instructor concludes by debunking the idea that increased CO₂ levels cause global warming. The reading states that increased CO₂ production leads to higher temperatures, but the professor says there is no evidence to support this. 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.

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

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 List some of the transitions the writer used on the lines below.

Revising ▶ Use the guided sample response to help you revise your own response on the previous page. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

Weak Response

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

According to the lecture, the global warming problem is not too serious.

First, the earth goes between warm and cool times throughout the history. 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. That's to say, the current trend is not exceptional warm. This is different from what the reading's argument stated.

Second, the distance to the sun does not surely cause the global warming. The instructor said that the earth has been going near to the sun for many centurys but that only in the recent years it has gotten warmer. This is against the argument in the reading passage that shifting to the sun causes temperatures to rise.

Last, the global warming activist argues that CO2 levels are much higher now, but this is not the true. What is the true is the fact that CO2 levels were higher with the dinosars. Also, the professor says that nature makes most of the CO2, twenty six times more than humans. This is against what was said in the reading that CO2 levels now are too high.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization						
Unity	✓					
Language Use						

Final Score _____

Critical Analysis ▶ Which of the following sentences would best strengthen the response?

- (A) This contradicts the reading passage's claim that the current rise in temperatures will cause irreparable damage to the environment.
- (B) According to the listening, there is a lot of evidence to suggest that solar radiation levels are unusually high.
- (C) The professor states that because CO2 is a naturally occurring element, it cannot be harmful to living organisms.

Independent Writing

Leisure Time



Do you agree or disagree with the following statement? People will have more leisure time in the future than they do today. Use reasons and examples to support your answer.

Generating Ideas

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

Idea Box

- 1 How can technology increase the amount of leisure time people have?
- 2 In what ways have work schedules changed over the past few decades?
- 3 Has leisure time become more important or less important to people over time?

A Agree:

Reason 1:

Reason 2:

Reason 3:

Idea Box

- 1 How can technology decrease the amount of leisure time people have?
- 2 In many ways, people have become more competitive. How does this affect leisure time?
- 3 Explain how people's spending habits might reduce the amount of leisure time they have.

B Disagree:

Reason 1:

Reason 2:

Reason 3:

Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay?

Planning



Use the outline to plan your response to the following: Do you agree or disagree with the following statement? People will have more leisure time in the future than they do today. Use reasons and examples to support your answer.

Thesis Statement (Agree / Disagree)

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

Scaffolding

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

People will have more/less leisure time in the...
than they do...

Today, most people generally spend less time at...

As nations around the world become more
developed, people will have...

In addition to this...

The main factor that has brought about such
changes is...

Technology as varied as the Internet and high-
speed trains has allowed us to...

In conclusion, changes in... allow people to...

Writing

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

Writing Guide

Do you agree or disagree with the following statement? People will have more leisure time in the future than they do today. Use reasons and examples to support your answer.

First Paragraph

State and discuss
thesis

Second Paragraph

First main
supporting idea

Supporting detail

Example

Third Paragraph

Second main
supporting idea

Supporting detail

Example

Fourth Paragraph

Third main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

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

Vocabulary

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

scrape out (*phr v*)

to achieve something with great difficulty

The young man from the countryside tried to scrape out a living in the big city.

meager (*adj*)

lacking in fullness, quantity, or amount

My meager salary is not enough to support my growing family.

pronounced (*adj*)

strongly marked; distinct

One of Jason's distinguishing features is his pronounced limp when he walks.

key (*adj*)

of crucial importance; significant

One of the key factors to becoming rich is learning how to save money.

white-collar (*adj*)

relating to workers who are usually college educated and work in offices

Accounting is a white-collar job while construction is a blue-collar job.

flexible (*adj*)

responsive to change; adaptable

As a writer, my schedule is flexible: I work only when I want to.

tedious (*adj*)

tiresome by reason of length, slowness, or dullness; boring

Working as a grocery store cashier is one of the most tedious jobs in the world.

undoubtedly (*adv*)

without question; certainly

Angelina Jolie is undoubtedly the most famous female actress in the world.

In the past, most people had very little leisure time. At that time, people had to work long hours in unsafe conditions to scrape out a meager living. Today, however, this is no longer the case. Changes in work culture and developments in technology have led to a greater value being placed on leisure time. These changes will only continue to become more pronounced as time passes. As a result, people will have more leisure time in the future than they do today.

One of the key developments leading to this increase in leisure time has been changes to work culture. 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. Simply surviving was the main goal for most people. But over the course of the twentieth century, people became more educated and began working in offices and doing other white-collar jobs. Eventually, the now-traditional forty-hour workweek was established. 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.

The main factor that has brought about such changes in the workplace is technology. 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. Consequently, people spend less time working and more time relaxing. Furthermore, many of these same technological advancements have also made it possible for people to spend their free time more efficiently. No longer do people have to spend hours driving to their destination or riding on a slow-moving train. 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. As this technology advances in the future, people will come to have even greater amounts of leisure time.

In the past, virtually no one had any leisure time. 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. As the impact of these changes increases in the future, the amount of leisure time people have will undoubtedly increase as well.

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

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

Revising ▶ Use the guided sample response to help you revise your own response to the question. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

Leisure time! Who doesn't want more leisure time? Although people have more leisure time now then they use to, it won't increase in the future. In other words, I do not agree that people will have more leisure time in the future for the following reasons.

Firstly, although technology has in some way made our lifes easier it has made our lives more difficult. Technology like the cell phone and the lap top keep us connected to our work. That is to say, we cannot ever escape from work. So, in actually, our leisure time is not leisure time it is just another work time. So therefore, eventhough people spend less hours in the office they are spending more hours working. As the technology improves and makes connectivity more commonplace, this fact will

only become more true.

Secondly, because people have more expensive spending habits, they have to work harder to make more money. This is called keeping up with the Joneses. For instance, if your neighbor buys a luxury sedan, you have to buy a luxury sedan, too, in order to keep up with him. In order to do this, people have to work harder to make more money. Consequently, they have less leisure time. In the future, when more people become more wealthy, they will also want to keep up with the Joneses. What this means is that as time passes people will spend more time working and less time having leisure.

Finally, in order to stay competitive and make lots of money, people will have to increase their credentials and certification. In other words, people will take a lot of time to study in addition to working full time. So, people will work 40 hours per week and then they will spend a lot of time studying in order to get a better job. And even when the people get a better job, they will want to make more money, so they will continue to work a lot to keep up with the Joneses. What this means is that, even though people will have a lot of technology and a lot of money, they will not have much leisure time.

People today have much time for leisure. But in the future, like the reasons mentioned above, they will not have as much leisure time as they do today.

Evaluation ► Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization	✓					
Unity						
Language Use						

Final Score _____

Critical Analysis ► In which of the following ways should the highlighted sentence be rewritten?

- (A) Second, research shows that in the future, people's spending will increase as their salary does.
- (B) Secondly, people will have to spend more time working to maintain their increasingly expensive spending habits.
- (C) Second of all, as people's spending habits increase, so, too, do their salaries.

Part B

Chapter 5

- **Integrated Writing**
Literature
- **Independent Writing**
Keeping up with World Events

Vocabulary

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

run the gamut (*exp*)

to cover a whole range

*The viewers' reactions to the movie ran the gamut from delight to disgust.***sustain** (*v*)

to keep in existence; to maintain

*The historical society works to sustain cultural treasures in our area.***insight** (*n*)

a deep, thorough, or mature understanding

*A moment's insight is sometimes worth a life's experience.***atrophy** (*n*)

a wasting away or deterioration

*Since leaving college, I have suffered from intellectual atrophy.***profound** (*adj*)

thorough; far-reaching

*Philosophers attempt to learn profound truths about the world.***bolster** (*v*)

to support; to reinforce

*Playing with my children really bolsters my spirits when I am feeling blue.***instant gratification** (*exp*)

satisfaction gained from impulsive behavior

*Video games are enjoyable because they offer instant gratification.***delve** (*v*)

to search deeply and laboriously

*To prove her client's innocence, Sandra had to delve into the court's records.***engage** (*v*)

to attract and hold the attention of; to engross

*Gardening is hobby that can engage you for hours at a time.***sustenance** (*n*)

a source of materials to nourish the body

I require a glass of orange juice and a tray full of fruit for my morning sustenance.

Reading

Read the passage carefully. Be sure to take notes in the margins about the main ideas and supporting examples from each of the body paragraphs. You have 3 minutes to read.

In the past, reading literature was the primary source of entertainment for most people. Today, with all of the entertainment options in the world, which run the gamut from television to movies to music, it is no surprise that people read literature far less often than they used to. This change in the way people entertain themselves has had some profound effects on society.

The act of reading literature assists people in developing their imaginations. Great pieces of literature require readers to visualize for themselves the complex worlds contained within these works. In addition, many novels contain complex imagery and symbolism, making extensive use of metaphors to convey profound concepts. To grasp the meaning of literary works, readers must concentrate and analyze the words on the page. In doing so, they enhance their critical thinking and analytical skills while bolstering their imaginations.

Reading literature also develops and sustains culture. Literature acts as a cultural record, reflecting the nature of society and providing insight on the human condition. By reading literature, people come to better understand the essence of culture and human nature, which, in turn, leads to the development of cultural traditions. This is because literary readers are much

Margin
Notes

more likely to attend and participate in performing art events as well as visit art and history museums. In order to prevent cultural atrophy, it is clear that people must read literature.

Unfortunately, many people today choose the instant gratification found in movies and music. The decline in literary reading suggests a kind of mental laziness in which most people are unwilling to put forth the effort necessary to delve into a complex work of literature. While these modern forms of entertainment engage the mind to some extent, they are no substitute for the intellectual sustenance offered by a good book.

Glossary

imagery (n)

the use of vivid or figurative language to represent objects, actions, or ideas

symbolism (n)

the use of symbols in literature to represent things such as ideas and emotions

metaphor (n)

a figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison

Note - Taking ► Refer to the reading to complete the outline below.

- 1 Main Idea of the Passage: _____
- 2 First Supporting Argument: *Literature sustains and develops culture.* _____
- 3 Second Supporting Argument: _____

- 4 Third Supporting Argument: _____

Critical Thinking ► Consider the following questions. Answer them in complete sentences.

- 1 What other forms of media can help develop culture?

- 2 Do you think only literature can develop the imagination? Explain why you feel this way.

Vocabulary

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

lament (v)

to express grief for or about; to mourn

The band members lamented the death of their lead singer.

genocide (n)

the systematic destruction of an entire group or race

German Nazis committed genocide against the Jewish people.

horrific (adj)

causing horror; terrifying

After seeing horrific sights on the battlefield, young Francis was unable to continue fighting.

tragic (adj)

very sad

The unexpected death of the musical prodigy was very tragic indeed.

tabloid (n)

a newspaper with many pictures and short articles that is printed on short sheets

Most tabloids publish sensational stories, like sightings of aliens and Elvis Presley.

multifaceted (adj)

having many aspects, uses or abilities

Most cell phones today are multifaceted devices able to perform dozens of different tasks.

multitude (adj)

a very great number

A multitude of problems, including global warming and AIDS, face the world today.

abstruse (adj)

difficult to understand

All of the texts were abstruse to Mike.

monotony (n)

tedious sameness or repetitiousness

I simply cannot stand the monotony of my daily routine.

Listening



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

11



Note-Taking ▶ Refer to the listening to complete the outline below.

- 1 Main Idea of the Lecture: _____

- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: *There are other forms of non-literary activity.*
- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 In what ways does the instructor refute the points made in the reading?

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

Tandem Note - Taking ▶

Refer to the outlines for the reading and listening to complete the side-by-side notes below. Include only the three points from the reading and listening that clearly contradict each other.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Scaffolding

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

The lecturer discusses... and thus contradicts the reading passage's claim that...

The professor further asserts that...

She illustrates this by mentioning...

Another main point is that...

She argues this point by mentioning...

The professor's argument thus goes against the reading, which says...

This argument addresses the reading passage's assumption that...



00:20:00

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Writing Based on Knowledge and Experience Directions

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

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

Click on Continue to go on.



00:30:00

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

Question:

Do you agree or disagree with the following statement?

To ensure that you have a good future, it is best to plan carefully while you are still young.

Use specific reasons and examples to support your answer.

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TOEFL iBT Writing

Question 2 of 2



00:30:00

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27

Writing Section Directions



Make sure your headset is on.

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

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

Now listen to the directions for the first writing task.

Writing Based on Reading and Listening Directions

For this task, you will first have 3 minutes to read a passage about an academic topic. You may take notes on the passage if you wish. The passage will then be removed and you will listen to a lecture about the same topic. While you listen, you may also take notes.

Then you will have **20 minutes** to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does **not** ask you to express your personal opinion. You will be able to see the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words long. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. If you finish your response before time is up, you may click on **Next** to go on to the second writing task.

Now you will see the reading passage for 3 minutes. Remember it will be available to you again while you are writing. Immediately after the reading time ends, the lecture will begin, so keep your headset on until the lecture is over.

The proliferation of the Internet has had a tremendous impact on the way we receive our news. An increasing number of people are abandoning traditional print news sources in favor of online sources. A number of factors make this a change for the better.

One advantage of online news websites is their immediacy. With printed news sources, people receive the news after events have finished. This is not the case with digital news sources. Through online news websites, readers are immediately informed of events as they unfold due to the fact that these websites are updated several times throughout the day. Furthermore, readers are able to access news stories as often as they need to. Because online news websites make their entire database searchable, readers can easily locate any article they wish, regardless of its date of publication.

Another benefit of online news websites is customization. Unlike newspapers and other printed news sources, where readers have to sift through several pages of material they find irrelevant, online news websites allow readers to specify which news stories they want to receive. To do this, readers simply have to create an account and provide some personal background information. In this way, they can read only the articles that are relevant to their interests and concerns.

Lastly, online news sites offer a greater amount of coverage than traditional sources. While printed sources are physically restricted in the amount of news stories they can cover, online news sites do not suffer from this limitation. And because they gather their news from a myriad of sources, online news sites are able to cover stories on a global scale. Thus readers can easily stay informed about events from around the world at a click of the mouse.

TOEFL iBT Writing

Listening



31



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

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

32

The proliferation of the Internet has had a tremendous impact on the way we receive our news. An increasing number of people are abandoning traditional print news sources in favor of online sources. A number of factors make this a change for the better.

One advantage of online news websites is their immediacy. With printed news sources, people receive the news after events have finished. This is not the case with digital news sources. Through online news websites, readers are immediately informed of events as they unfold due to the fact that these websites are updated several times throughout the day. Furthermore, readers are able to access news stories as often as they need to. Because online news websites make their entire database searchable, readers can easily locate any article they wish, regardless of its date of publication.

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TOEFL iBT Writing

Question 1 of 2



00:20:00

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Writing Based on Knowledge and Experience Directions

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

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

Click on Continue to go on.

TOEFL iBT Writing

Question 2 of 2



00:30:00

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

Question:

Do you agree or disagree with the following statement?

Life today is easier and more convenient than when your grandparents were children.

Use specific reasons and examples to support your answer.

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00:30:00

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Word Count : 0



MASTER WORD LIST

Appendix

MASTER WORD LIST

Part B

Chapter 1

attendance (*n*)

the number of people who attend an event

elaborate (*adj*)

planned or executed with painstaking attention to detail

broken (*adj*)

torn apart by divorce, separation, or the desertion of a parent or parents

chronically (*adv*)

lasting for a long period of time or marked by frequent recurrence, as certain diseases

creed (*n*)

a system of belief, principles, or opinions

deal with (*phr v*)

to handle or take care of a problem

deplore (*v*)

to feel or express strong disapproval of; to condemn

dread (*v*)

to anticipate with alarm, distaste, or reluctance

exorbitant (*adj*)

excessive in quality, size, or amount

extracurricular (*adj*)

not falling within the scope of the standard school curriculum

fatigue (*n*)

physical or mental weariness resulting from working too hard and too much

garner (*v*)

to collect; to accumulate

gleaming (*adj*)

something that shines with a steady light

headline (*n*)

the large-print words at the top of a newspaper story or article

highlight (*v*)

to bring attention to

material (*adj*)

of, relating to, or affecting economic or physical well-being

pour (*v*)

to move with a continuous flow

revenue (*n*)

the total amount of income produced by a given source

ring true (*exp*)

to sound or seem true or likely

topnotch (*adj*)

of the highest quality; first-rate

tremendous (*adj*)

unusually large; huge

Chapter 2

amend (*v*)

to make changes to a law; to correct; to fix

annex (*v*)

to add territory to an existing nation

check (*v*)

to stop the motion of abruptly; to halt

clout (*n*)

influence; pull

colonize (*v*)

to move in and take control of an area

double standard (*n*)

a moral or ethic code that applies to one group more strongly than to another

foray (*n*)

an initial attempt, especially outside of one's area

guise (*n*)

a false appearance; a pretense

hegemony (*n*)

the predominant influence of one state over others

intervene (*v*)

to interfere, usually through force or threat of force, in the affairs of another nation

jack-of-all-trades (*n*)

a person who can do many different kinds of work.

lucrative (*adj*)

producing wealth; profitable

polymath (*n*)

a person of great or varied learning

preclude (*v*)

to make impossible, as by action taken in advance; to prevent

prohibit (*v*)

to forbid by law or by an order

retribution (*n*)
the act of attacking back in response to a first attack

revere (*v*)
to regard with great awe and devotion

self-worth (*n*)
self-esteem; self-respect.

sovereignty (*n*)
complete independence and self-government

sphere (*n*)
an area of power, control, or influence; a domain

stem (*v*)
to stop; to restrict

superpower (*n*)
a powerful and influential nation

tacitly (*adv*)
in an unspoken manner; implied

usurp (*v*)
to seize and hold by force without legal authority

yearn (*v*)
to have a strong longing for; to covet

Chapter 3

aerodynamic (*adj*)
related to the forces of wind against objects

affix (*v*)
to secure to something

assess (*v*)
to determine the value, significance, or extent of

buffet (*v*)
to strike against forcefully; to batter

consult (*v*)
to seek advice or information

contested (*adj*)
in doubt or dispute

conundrum (*n*)
a difficult problem; a dilemma

counsel (*n*)
advice or guidance, especially from a knowledgeable person

disputed (*adj*)
contested

employ (*v*)
to put to use; to utilize

endeavor (*n*)
an attempt to achieve something

imperative (*adj*)
urgent; pressing

insufficient (*adj*)
not enough to meet a demand or requirement

mitigate (*v*)
to moderate in force or intensity; to alleviate

quadruple (*v*)
to multiply or be multiplied by four

reinforced (*adj*)
strengthened

rock (*v*)
to sway violently, as from a blow or shock

scant (*adj*)
noticeably deficient in quantity, fullness, or extent

self-excited (*adj*)
operating without an external source of power

self-perpetuating (*adj*)
able to renew oneself or itself indefinitely

shortsighted (*adj*)
not given careful consideration

slippage (*n*)
movement away from an original or secure place

span (*n*)
the measure of space between two points or extremities, such as a bridge or roof

vibration (*n*)
shaking; quivering

Chapter 4

albeit (*conj*)
even though; although; notwithstanding

catastrophe (*n*)
an extremely large-scale disaster; a horrible event

compound (*v*)
to add to; to increase

conclusive (*adj*)
ending doubt or uncertainty; decisive

element (*n*)
a substance such as gold, oxygen, or iron

emission (*n*)
a substance discharged into the air, especially by an automobile engine

extinction (*n*)
the death of an animal species

flexible (*adj*)
responsive to change; adaptable

irreparable (*adj*)
impossible to repair, rectify, or amend

key (*adj*)
of crucial importance; significant

meager (*adj*)
lacking in fullness, quantity, or amount

mean (*n*)
the average value of a set of numbers

ozone layer (*n*)
a layer in the atmosphere that absorbs most of the sun's ultraviolet light

pronounced (*adj*)
strongly marked; distinct

proponent (*n*)
one who argues in support of something

scaremonger (*n*)
one who spreads frightening rumors

scrape out (*phr v*)
to achieve something with great difficulty

sensational (*adj*)
arousing strong curiosity, interest, or reaction

tedious (*adj*)
tiresome by reason of length, slowness, or dullness; boring

trend (*n*)
the general direction in which something moves

undoubtedly (*adv*)
without question; certainly

unprecedented (*adj*)
never having happened before

vacillate (*v*)
to sway from one side to the other; to oscillate

white-collar (*adj*)
relating to workers who are usually college educated and work in offices

Chapter 5

abstruse (*adj*)
difficult to understand

at one's fingertips (*exp*)
to have something readily available to one

atrophy (*n*)
a wasting away or deterioration

be consumed [with] (*exp*)
to be affected very strongly by or to be obsessed with an idea

bolster (*v*)
to support; to reinforce

burden (*n*)
a source of great worry or stress; a weight

delve (*v*)
to search deeply and laboriously

engage (*v*)
to attract and hold the attention of; to engross

errand (*n*)
a short trip to do something

fathom (*v*)
to come to understand

genocide (*n*)
the systematic destruction of an entire group or race

horrific (*adj*)
causing horror; terrifying

insight (*n*)
deep, thorough, or mature understanding

instant gratification (*exp*)
satisfaction gained from impulsive behavior

lament (*v*)
to express grief for or about; to mourn

monotony (*n*)
tedious sameness or repetitiousness

multifaceted (*adj*)
having many aspects, uses, or abilities

multitude (*adj*)
a very great number

pragmatically (*adv*)
dealing or concerned with facts or actual occurrences; practical

profound (*adj*)
thorough; far-reaching

relevant (*adj*)
having a connection with the matter at hand

run the gamut (*exp*)
to cover a whole range

stay abreast [of] (*exp*)
to have the most recent information about something

sustain (*v*)
to keep in existence; to maintain

sustenance (*n*)
a source of materials to nourish the body

tabloid (*n*)
a newspaper with many pictures and short articles that is printed on small sheets

taxing (*adj*)
burdensome; wearing

tragic (*adj*)
very sad

Chapter 6

avert (*v*)
to ward off something about to happen; to prevent

carcinogen (*n*)
a cancer-causing substance or agent

complacency (*n*)
a feeling of contentment or self-satisfaction, especially when coupled with an unawareness of danger, trouble, or controversy

curb (*v*)
to check, restrain, or control as if with a curb; to rein in

deforestation (*n*)
the act or process of removing trees from or clearing a forest

domino effect (*n*)
an effect of increasing intensity produced when one event sets off a chain of similar events

gateway (*n*)
something that serves as an entrance or a means of access

imperative (*adj*)

impossible to avoid doing; urgent

infrastructure (*n*)

the basic facilities needed in a society, such as transportation systems and schools

laden (*adj*)

weighed down with a load; heavy

landfill (*n*)

a site used for waste disposal

minute (*adj*)

exceptionally small; tiny

misconception (*n*)

a mistaken thought, idea, or notion; a misunderstanding

noblesse oblige (*n*)

the obligation of those of high rank to be honorable and generous

pesticide (*n*)

a chemical used to kill pests, especially insects

preserve (*v*)

to maintain in safety from injury, peril, or harm; to protect

prevailing (*adj*)

generally current; widespread

prosperous (*adj*)

having success; flourishing

prowess (*n*)

superior skill or ability

recipient (*n*)

one who receives something

rectify (*v*)

to set right; to correct

sizable (*adj*)

of considerable size; fairly large

tackle (*v*)

to engage or deal with

Chapter 7

adhere (*v*)

to follow a rule or agreement

alienate (*v*)

to cause to become unfriendly or hostile

allot (*v*)

to give out by shares or to divide

backlash (*n*)

an opposing reaction by a group to a trend, development, or event

baffle (*v*)

to frustrate or check someone by confusing or perplexing that person; to stymie

child labor (*n*)

the full-time employment of children who are under a minimum legal age

clash (*v*)

to come into conflict; to be in opposition

compensate (*v*)

to make satisfactory payment or reparations to; to reimburse

comply (*v*)

to follow another's command, request, rule, or wish

dictate (*v*)

to prescribe with authority; to impose

equitable (*adj*)

fair and impartial

ethical imperialism (*n*)

the idea of one culture imposing its values upon another culture

feasible (*adj*)

capable of being accomplished or brought about; possible

flourish (*v*)

to grow strongly and well

glean (*v*)

to gather facts in small quantities

hamper (*v*)

to prevent the free movement, action, or progress of

in step with (*exp*)

in conformity with; in harmony with

insight (*n*)

a deep, thorough, or mature understanding

interval (*n*)

a space of time or a space between things

just (*adj*)

suitable or proper in nature; fitting

mandate (*v*)

to make mandatory, as by law; to decree or to require

pertinent (*adj*)

concerning a subject or connected to it; relevant

revenue (*n*)

all of the income produced by a particular source

stringent (*adj*)

imposing rigorous standards of performance; severe

structured (*adj*)

having a well-defined structure or organization; organized

subsidiary (*n*)

a company that is controlled by a larger company

uniform (*adj*)

conforming to one principle, standard, or rule; consistent

Chapter 8

at the mercy of (*exp*)

not able to stop someone from harming another because that individual has power or control over the other

bevy (*n*)
a large group

citation (*n*)
the quoting of an authoritative source for substantiation

copious (*adj*)
large in quantity; abundant

dated (*adj*)
old-fashioned; out-of-date

dedicated (*adj*)
wholly committed to a particular course of thought or action; devoted

encryption (*n*)
a type of computer program that makes online data secure

ensure (*v*)
to make sure or certain; to insure

facet (*n*)
one of numerous aspects, as of a subject

hardbound (*adj*)
having a hard back or cover

misconstrue (*v*)
to mistake the meaning of; to misinterpret.

misinformation (*n*)
wrong information that is given intentionally

procure (*v*)
to obtain; to acquire

relic (*n*)
something that has survived from the past, such as an object, belief, or custom

remedy (*v*)
to remove; to correct; to cure

rigorously (*adv*)
done with great or extreme bodily, mental, or spiritual strength

safeguard (*n*)
something that serves as protection or a guard

surge (*v*)
to increase suddenly

tamper (*v*)
to interfere in a harmful manner

tome (*n*)
a book, especially a large or scholarly one

trivial (*adj*)
of little significance or value

Chapter 9

adorn (*v*)
to enhance or decorate with or as if with ornaments

annually (*adv*)
recurring, done, or performed every year; yearly

antagonist (*n*)
the character who opposes the hero in a novel or drama

ascension (*n*)
the act of rising or moving upward

contentious (*adj*)
controversial

depict (*v*)
to represent in words; to describe

disproportionately (*adv*)
overly large for the situation in size, shape, or amount

erosion (*n*)
a wearing away

exchange (*n*)
a dialog; a conversation

gripping (*adj*)
catching and holding one's full attention

headdress (*n*)
a covering or ornament for the head

hieroglyph (*n*)
a symbol from ancient Egyptian picture writing

hypothesis (*n*)
something not proven but considered to be true for the purpose of further investigation

leftover (*adj*)
remaining; excess

lineage (*n*)
direct descent from a particular ancestor; family history

meteorological (*adj*)
related to the study of weather and weather conditions

millennium (*n*)
a period of one thousand years

monument (*n*)
a structure, such as a building or sculpture, erected as a memorial

narrative (*n*)
a story

ostensibly (*adv*)
on the surface; apparently

prolong (*v*)
to extend in time or duration

remorse (*n*)
a deep, often painful regret for past wrongs

ripe (*adj*)
fully developed or matured and ready to be eaten or used

savor (*v*)
to appreciate fully; to enjoy or to relish

theory (*n*)
an explanation of how or why something happens, especially one based on scientific study

tombstone (*n*)
a stone that is used to mark a grave

veil (*v*)
to conceal; to disguise

Chapter 10

acute (*adj*)

extremely sharp or severe; intense

aerosol (*n*)

a gas that contains tiny solid and liquid particles

aggravate (*v*)

to make worse or more troublesome

asthma (*n*)

a disease of the lungs that causes coughing and breathing difficulties

bright (*adj*)

intelligent; clever

combustion (*n*)

the process of burning

community college (*n*)

a college that grants two-year degrees and does not offer housing

congestion (*n*)

the state of being tightly compacted

document (*v*)

to support a claim with evidence

droplet (*n*)

a tiny amount of water

elderly (*n*)

people who are past middle age and are nearing old age

elite (*n*)

the part or group having the highest quality, importance, or power

emit (*v*)

to give or send out matter or energy

facilitate (*v*)

to make easy or easier

keen (*adj*)

eager and enthusiastic

lingering (*adj*)

continuing for a long time; prolonged

matriculate (*v*)

to enroll as a student

myriad (*n*)

any very large number

omnipresent (*adj*)

existent in all places at all times

overlook (*v*)

to fail to notice or consider; to miss

perceptible (*adj*)

capable of being seen; noticeable

post-secondary institution (*n*)

a school beyond high school, usually a college or a university

prestigious (*adj*)

widely known and respected

primary (*adj*)

first in order or importance

purportedly (*adv*)

assumed to be such; supposedly

reflect (*v*)

to throw or bend back light

regional (*adj*)

of or relating to a particular area or district

respiratory (*adj*)

related to respiration or the act of breathing

scapegoat (*n*)

a person who is blamed for something he or she did not do; a victim

terminally ill (*n*)

people who are very sick and not expected to live long

vocational school (*n*)

a school that teaches skilled trades such as carpentry, construction, and plumbing

wreak (*v*)

to cause to happen; to occur as a consequence

Chapter 11

animal kingdom (*n*)

a classification of living organisms that includes all living animals

assembly line (*n*)

an arrangement of workers, machines, and equipment in which the product being assembled passes in order from operation to operation until completed

be thrown off (*phr v*)

to become confused; not to be able to follow

colorblind (*adj*)

partially or totally unable to tell colors apart from each other

confound (*v*)

to cause to become confused or puzzled

countless (*adj*)

too numerous to be counted

dexterity (*n*)

skillfulness in the use of the hands or body

disoriented (*adj*)

unable to find the correct way or place to go

distinguish (*v*)

to notice as being different or unique

give rise [to] (*phr v*)

to cause something to exist

go [in] for the kill (*exp*)

to prepare to defeat someone completely when he or she is already in a weak position

herd (*n*)

a number of cattle or other large animals feeding or living together

imminent (*adj*)

expected to happen soon

in plain sight (*exp*)

to be out in the open

indelible (*adj*)

impossible to remove; unable to be forgotten

ineffectual (*adj*)

not having produced the proper or intended effect; useless

junkie (*n*)

a person who is enthusiastic about something

leap (*v*)

a light, self-propelled movement upwards or forwards

mono-colored (*adj*)

having only one color

nascent (*adj*)

coming into existence; emerging

optical illusion (*n*)

an image that is perceived to be different than it actually is

pesticide (*n*)

a chemical used to kill pests, especially insects

plain (*n*)

a large, flat, usually treeless area of land

potential (*adj*)

capable of being but not yet existing

predator (*n*)

a living creature that feeds on other living creatures

preemptive (*adj*)

designed or having the power to prevent an expected situation or occurrence

prematurely (*adv*)

too early; too soon

prey (*n*)

an animal hunted and killed for food

seamlessly (*adv*)

perfectly consistent and smooth

toil (*v*)

to work hard; to labor with slow progress

ubiquity (*n*)

existence or apparent existence everywhere at the same time; omnipresence

Chapter 12

address (*v*)

to deliver a speech

anxiety (*n*)

a feeling of great uneasiness or concern

conflict (*v*)

to be in or come into opposition; to differ

consensus (*n*)

an opinion or position reached by a group as a whole

correlation (*n*)

a logical or natural association between two or more things

crave (*v*)

to have an intense desire for

destination (*n*)

a place where a person or thing is being sent

establish (*v*)

to prove the truth of

exotic (*adj*)

from another part of the world; foreign

firsthand (*adj*)

received from the original source; direct

hassle (*n*)

trouble; annoyance

hold water (*exp*)

to stand up to critical examination

indulge (*v*)

to yield to; to satisfy a craving

interpersonal (*adj*)

of or relating to the interactions between individuals

involuntary (*adj*)

acting or done without or against one's will

itinerary (*n*)

a route or planned route of a journey

jury is still out (*exp*)

a decision has not been reached on someone or something

limited (*adj*)

restricted in some way

manifest (*v*)

to reveal a presence or to make an appearance

merely (*adv*)

nothing more than that; only

narrow (*adj*)

limited in scope or understanding

overindulgence (*n*)

the act of satisfying a desire or habit to excess

passive (*adj*)

not active; acted upon

phenomenon (*n*)

any state or process known through the senses rather than by intuition or reasoning

unwind (*v*)

to become free of nervous tension; to relax

TOEFL[®] MAP

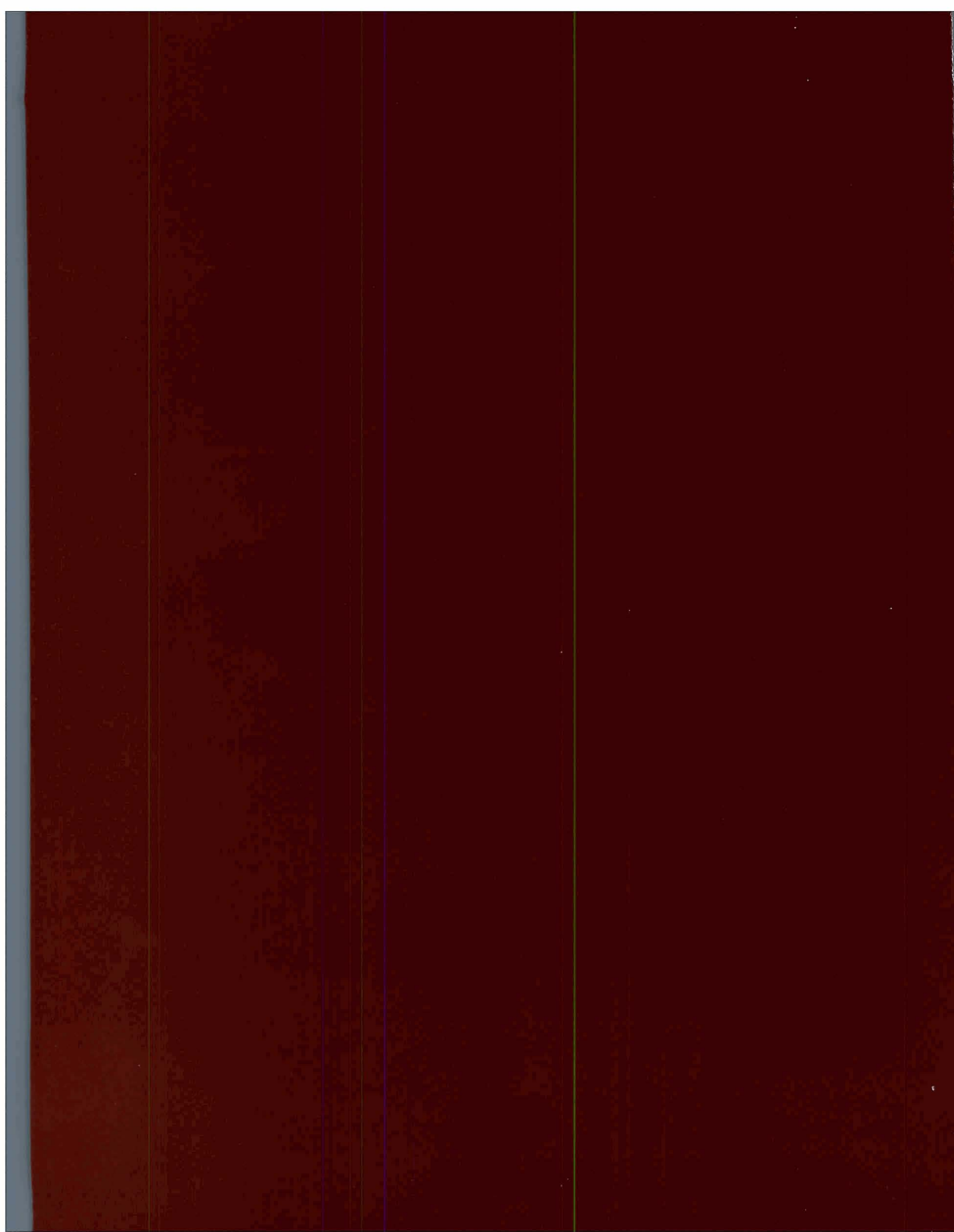
Writing

Jonathan S. McClelland
Shane Spivey

SCRIPTS AND
ANSWER KEY

Advanced

 DARAKWON



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

Page 22

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.

Page 23

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

Page 26

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.

Page 27

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.

Page 31

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 rudier 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 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.
Organization				✓		
Unity				✓		
Language Use			✓			

Final Score **3**

Part B

Chapter 1 Integrated Writing: Education

Page 39

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.

Page 40

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.

- (E) *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

Page 55

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.

Page 55

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.

Page 57

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, "inneresting" 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

Page 71

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.

- 1 **Main Idea of the Lecture:** A flawed design caused the Tacoma Narrows Bridge to collapse.
- 2 **First Supporting Argument:** The use of plate girders that were not aerodynamic contributed to the structural failure of the bridge.
- 3 **Second Supporting Argument:** There is little evidence to suggest that a lack of support cables contributed to the collapse of the bridge.
- 4 **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.

- 1 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.
- 2 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

- 1 Underline the topic sentence in each paragraph.
 - (A) *The lecture posits that the bridge collapsed due to a flawed design, which runs contrary to the points made in the reading passage.*
 - (B) *[T]he professor questions the reading's assessment that having a narrow main span contributed to the collapse of the Tacoma Narrows Bridge.*
 - (C) *The professor then moves on to the issue of the lack of support cables.*
 - (D) *The professor concludes his lecture by discussing the bridge's building materials.*
- 2 Double underline the sentences that refer to the listening.
 - (A) *He says that the width of the bridge could not affect the bridge's structural integrity in any way.*
 - (B) *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.*
 - (C) *Had the bridge employed the more aerodynamic truss design, it would have remained standing to this day.*
- 3 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 ("aeodynamic," "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

- 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.

- 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.

- 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 CO ₂ emissions.	Third Supporting Argument The increase in CO ₂ levels as a result of human activity does not cause climate change.
Supporting Detail CO ₂ emissions doubled in past 50 years	Supporting Detail CO ₂ levels five times higher during time of dinosaurs; nature produces more CO ₂

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.*

- The lecturer begins by refuting the argument presented in the reading that the current rise in temperature is unnatural and unprecedented.*
 - The professor then addresses the role solar radiation levels play in global warming.*
 - The instructor concludes by debunking the idea that increased CO₂ levels cause global warming.*
- Double underline the sentences that refer to the listening.
 - 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.*
 - 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.*
 - 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.

Chapter 5 Independent Writing: Keeping up with World Events

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.

Page 121

Note-Taking

Answers may vary.

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

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Critical Thinking

Answers may vary.

- 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.
- 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

- Underline the topic sentence in each paragraph.
 - In the listening, the lecturer makes arguments that contradict the points made in the reading.*
 - The lecturer begins by discrediting the notion that people can curb environmental destruction by making only small changes to their shopping habits.*
 - Next, the lecturer refutes the belief that green products offer superior performances over those of regular products.*
 - 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.*
- Double underline the sentences that refer to the listening.
 - 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.*
 - He explains that most green products have a hidden cost and illustrates this by mentioning the carcinogens contained in florescent light bulbs.*
 - 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 befits of green products have a hidden cost, which mean 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.

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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

- 1 Underline the topic sentence in each paragraph.

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

- 2 Double underline the sentences that include supporting details.

- (A) *When rich nations provided aid, the North Korean people were able to subsist.*
- (B) *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

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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**

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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.

Page 136

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 American cultural norms on others because they, um, often clash with the cultural values of the host country.

Note-Taking

Answers may vary.

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

Critical Thinking

Answers may vary.

- 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.
- 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.

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

- Underline the topic sentence in each paragraph.
 - While the reading supports adopting American policies, the lecturer strongly opposes it.*
 - The professor begins by arguing that following American policies reduces the competitiveness of a company.*
 - The lecturer then argues that companies lose business by following American policies.*
 - The instructor concludes by arguing that companies that impose American work standards on foreign subsidiaries can alienate their foreign workforce and potential client base.*
- Double underline the sentences that refer to the listening.
 - 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.*
 - For example, one car company paid its Mexican workers the American minimum wage rather than the local minimum wage.*
 - By doing this, the company was not able to compete with other manufacturers and consequently had to move its production facilities elsewhere.*
 - 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.*
- List some of the transitions the writer used on the lines below.
The professor begins by... The lecturer then argues... The instructor concludes by...

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

- 1 Underline the topic sentence in each paragraph.

- (A) *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.*
- (B) *By making class attendance mandatory, students receive a superior education in a more structured learning environment.*
- (C) *In conjunction with making studying more structured, mandatory class attendance also makes the grading process more equitable.*
- (D) *To this end, mandatory class attendance is unquestionably pertinent.*

- 2 Double underline the sentences that include supporting details.

- (A) *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.*
- (B) *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.*
- (C) *Students would have only one opportunity to demonstrate their learning, and if they did not study properly, they would fail the class.*
- (D) *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.*
- (E) *Very few jobs allot employees, especially recent graduates, the freedom and flexibility to work wherever and whenever they want.*
- (F) *When the students become employees, they will be expected to work regular hours according to a strict schedule.*

- 3 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****Page 147****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****Page 151****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.

Page 151**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.

Page 152**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.

Page 153**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.

- 1 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.
- 2 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

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

- 2 Double underline the sentences that refer to the listening.
 - (A) *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.*
 - (B) *He contrasts this with Internet encyclopedias.*
 - (C) *Because they can be edited immediately, their errors get removed quickly.*
 - (D) *He illustrates this by mentioning that online encyclopedias have fact checkers who delete information in articles that is inaccurate or otherwise not correct.*
 - (E) *He also mentions that online encyclopedias have powerful encryption to stop the threat of hackers corrupting the site.*
 - (F) *He explains that readers can research virtually any subject that interests them, including famous video games and subways.*
- 3 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.

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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.

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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.

Page 162

Critical Analysis

- Underline the topic sentence in each paragraph.
 - I firmly believe that this has benefitted both individuals and society.*
 - The information on the Internet allows people to live more efficient and comfortable lives.*
 - People also benefit financially from the information available online.*
 - For the reasons outlined above, this improved access to information has made life better for virtually everybody.*
- Double underline the sentences that include supporting details.
 - Without the Internet, I would have to rely on dated guidebooks that contain limited amounts of information about the city.*
 - 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.*
 - And with online message boards, I was even able to read what other people had to say about the city.*
 - 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.*
 - Today, I can use websites such as Amazon, Expedia, and Craigslist to find the best deals on goods and services from around the world.*
- 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

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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

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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.

Page 168

Listening

19

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.

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

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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

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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**

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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.

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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, reparatory 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

- Underline the topic sentence in each paragraph.
 - I disagree with the statement that only good students should have access to higher education.
 - 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.
 - Allowing weaker students to obtain a higher education allows them to grow academically.
 - For the reasons illustrated above, it is clear that higher education should be available to all students.
- Double underline the sentences that include supporting details.
 - 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.
 - Although universities denied him entry, he was able to matriculate into a community college.
 - There, he developed an interest in history and began taking his studies seriously.
 - His grades improved dramatically, and, after two years, he was able to transfer to a four-year university.
 - Today, he is getting his master's degree at one of the most prestigious universities in the country.
- 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?

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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.

- 1 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 say out in the open rather than relying on their stripes to hide from predators.

- 2 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.

Page 202

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

Page 204

Critical Analysis

- 1 Underline the topic sentence in each paragraph.
- (A) *This contradicts the passage's claim that the stripes protect the zebra from predators.*
- (B) *The professor begins by stating that stripes do not warn the zebra of predator attacks.*
- (C) *Next, the lecturer mentions that the stripes do not confuse predators.*
- (D) *Finally, the instructor explains that zebras generally do not hide.*
- 2 Double underline the sentences that refer to the listening.
- (A) *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.*
- (B) *This is supported by the findings of zoologists, who*

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

- (C) *Moreover, the zoologists discovered that the lions were equally capable of hunting both zebras and mono-colored animals.*

- (D) *The lecturer explains that they usually stay in open plains where they can spot predators from far away.*

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

The professor begins by... Next... Moreover... Finally...

Page 205

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**

Page 205

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.

Chapter 11 Independent Writing: The Twentieth Century's Most Memorable Change

Page 207

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 a 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.*

- (C) Additionally, researchers have yet to establish a correlation between television watching and depression.
- (D) For the general public the word addiction has a broad meaning while for psychologists it has a narrow clinical meaning.
- (E) 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.

- (A) 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.
- (B) For one, traveling in a group allows you to spend more time enjoying your vacation.
- (C) Another benefit of traveling in a tour group is that it makes vacationing safer.
- (D) 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*

Page 227

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 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 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 vacation. he was so tired after his vacation"). The grammatical problems also obscure the meaning occasionally. For these reasons, this response earns a 3.
Organization			✓			
Unity				✓		
Language Use			✓			

Final Score **3**

Page 227

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

Page 233

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.

Page 234

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.

Page 243

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.

Writing

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

Writing Guide

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

12

First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

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

The lecturer discusses the effects of the decline of literary reading. 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. 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. This contradicts the reading passage's claim that only literature can provide intellectual stimulation.

Another main point is that many other forms of non-literary activities, such as music and television, exist. 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. The professor's argument thus goes against the reading, which says that only literature develops and sustains culture.

Finally, the professor explains that the decrease in literary reading may be because of the books themselves. 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. This argument addresses the reading passage's assumption that most people are too lazy to read literature.

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

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 List some of the transitions the writer used on the lines below.

Revising ▶ Use the guided sample response to help you revise your own response on the previous page. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

According to lecture, the decline in literature is not a tragedy that its made to be, people aren't reading literature too much these days, however they still read other books which are stimulating to the intellectual. Another fact is that these people are reading science and history books which have many facets, considering this you cannot say, that people are too lazy to reading.

The lecture also explains that the television and the music also develop culture like the novel does, because changes to technology make change to the culture. This unlike the reading because it says that only literature develops culture.

The other argument the professor says that literature can not be enjoyed because people just want to relax. She says that people look for entertainment to escape the monotony of life and that literature cannot do this.

Since these points are made, the listening and reading are in opposite, because of these points the reading and listening the reader doubts if less reading literature is too bad, the professor explains that other books can still be good for the culture.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization			✓			
Unity						
Language Use						

Final Score _____

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

- (A) This refutes the point made in the reading about the negative relationship between culture and changes in entertainment.
- (B) Although the reading suggests that there are fewer readers today, the professor says this is not the case.
- (C) Her statement goes against the reading's argument that literature alone reflects culture.

Independent Writing

Keeping up with World Events



Do you agree or disagree with the following statement? It is important to keep up with world events even if they do not affect your life. Give reasons and examples to support your opinion.

Generating Ideas

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

Idea Box

- 1 By following news events from other places, how do you bolster your understanding of events in your area?
- 2 How can events in other countries indirectly affect your life?
- 3 From a humanitarian perspective, why should you follow world events?

A Agree:

Reason 1:

Reason 2:

Reason 3:

Idea Box

- 1 Why might people not be able to keep up with world events even if they want to?
- 2 To what extent can you understand the events occurring in a place with which you have no connection?
- 3 How can following world news stories negatively affect your emotions?

B Disagree:

Reason 1:

Reason 2:

Reason 3:

Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay?

Planning



Use the outline to plan your response to the following: Do you agree or disagree with the following statement? It is important to keep up with world events even if they do not affect your life. Give reasons and examples to support your opinion.

Thesis Statement (Agree / Disagree)

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

Scaffolding

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

With a wealth of information readily available, the following question arises...

It is not as though these people do not care about...

Related to this is the issue of...

As the old saying goes...

Even if people... they would not be able to...

On the whole, it makes little sense to...

For the reasons given above, it is better to...



Writing Guide

Do you agree or disagree with the following statement? It is important to keep up with world events even if they do not affect your life. Give reasons and examples to support your opinion.

First Paragraph

State and discuss
thesis

Second Paragraph

First main
supporting idea

Supporting detail

Example

Third Paragraph

Second main
supporting idea

Supporting detail

Example

Fourth Paragraph

Third main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

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

Vocabulary

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

at one's fingertips (*exp*)

to have something readily available to one

That police officer has the personal information of every citizen at her fingertips.

be consumed [with] (*exp*)

to be affected very strongly by or to be obsessed with an idea

Michelle is consumed with making straight A's.

errand (*n*)

a short trip to do something

My first errand today is to go to the bank and cash this check.

relevant (*adj*)

having a connection with the matter at hand

Note that only relevant questions will receive a response.

stay abreast [of] (*exp*)

to have the most recent information about something

Our monthly meetings allow everyone to stay abreast of recent developments in the company.

burden (*n*)

a source of great worry or stress; a weight

The burden of the company's poor performance rests not on the executives but the workers.

taxing (*adj*)

burdensome; wearing

I have a taxing work schedule this month.

pragmatically (*adv*)

dealing or concerned with facts or actual occurrences;

practical

Pragmatically speaking, you should wait to buy a new car until you get a new job.

fathom (*v*)

to come to understand

I cannot fathom the meaning of the metaphors in the poem.

With a population of nearly seven billion, the world is filled with thousands, if not millions, of news events each day. With news stories from around the globe readily available at your fingertips, the following question arises: Is it important to keep up with world events even if they do not affect your life? For the following three reasons, I do not believe so.

For one, most people are consumed with the events in their own lives. 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. In short, most people are simply too busy to keep up with events that are in no way relevant to them. It is not as though these people do not care about what is happening elsewhere in the world. It is that they merely do not have enough time to stay abreast of these events.

Related to this is the issue of unnecessary emotional burdens. News stories are such because they are shocking, tragic, or horrific. In other words, most news stories are emotionally taxing. Considering the emotional burden brought about by watching the news, why should people follow these tragic stories from half a world away? Pragmatically speaking, they should not. Most people already have enough stress in their lives, and following news stories from around the world would only add to this emotional burden. As the old saying goes, ignorance is bliss.

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. 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. On the whole, considering how difficult it is to understand news events in your own community, it makes little sense to follow news events from half a world away.

In today's information-based society, it is easier than ever to keep up with world news events. But, for the reasons given above, it is better to remain unaware of world news events that have no bearing on your life.



Part B

Chapter 6

- **Integrated Writing**
Environmental Studies
- **Independent Writing**
Spending Money on International Issues

Vocabulary

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

deforestation (*n*)

the act or process of removing trees from or clearing a forest
Deforestation in the Amazon has contributed substantially to climate change.

avert (*v*)

to ward off something about to happen; to prevent
I averted getting in a car accident by slamming on the brakes.

preserve (*v*)

to maintain in safety from injury, peril, or harm; to protect
Opponents of same-sex marriage claim they want to preserve the purity of marriage.

landfill (*n*)

a site used for waste disposal
Many landfills are converted into parks and zoos once they are filled.

laden (*adj*)

weighed down with a load; heavy
Many people do not drink tap water because they believe it is laden with chemicals.

pesticide (*n*)

a chemical used to kill pests, especially insects
Organic vegetables are grown without the use of pesticides.

gateway (*n*)

something that serves as an entrance or a means of access
The new park will serve as a gateway to the Museum of Modern Art.

domino effect (*n*)

an effect of increasing intensity produced when one event sets off a chain of similar events
The financial crisis in Dubai could create a domino effect on financial markets throughout the world.

Reading

Read the passage carefully. Be sure to take notes in the margins about the main ideas and supporting examples from each of the body paragraphs. You have 3 minutes to read.

In recent years, people have become aware of all of the problems humans have created for the Earth. Faced with issues ranging from ozone depletion to deforestation, people have begun to search for ways to protect the planet. The Green Consumerism Revolution is the answer we need to avert environmental catastrophe.

One of the key advantages of green consumerism is that it is an easy way for average people to help protect the environment. By making small changes to their purchasing habits, consumers can reduce carbon emissions and preserve resources. Products such as blue jeans, which are made from biodegradable cotton, can cut down on waste. These small changes to consumption habits have had far-reaching effects. Studies have shown that green consumerism has reduced landfill waste by nearly ten percent.

Green consumerism also benefits customers directly because many green products are higher quality, more efficient, or healthier than regular products. Compact fluorescent light bulbs last more than five times longer than traditional incandescent bulbs. The latest hybrid sedans get fifteen more miles per gallon on the highway than conventional sedans. And organically grown fruits and vegetables are not laden with the pesticides found in regular produce.

Margin
Notes

Another important aspect of green consumerism is the fact that it serves as a gateway to other environmental activism. When people purchase green products, they get a sense that they are making an important contribution to protect the environment. As a result, they begin to seek other ways in which they can help. Thus, green consumerism creates a domino effect in which simple changes lead people to take more drastic steps to protect the environment.

Glossary

biodegradable (*adj*)
something that breaks down or decays naturally without any special scientific treatment, and can therefore be thrown away without causing pollution

Note - Taking ▶ Refer to the reading to complete the outline below.

- 1 Main Idea of the Passage: _____
- 2 First Supporting Argument: *Green consumerism is an easy way for people to help protect the environment.*
- 3 Second Supporting Argument: _____

- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 What do you think some potential drawbacks of green products are?

- 2 How can green consumerism actually harm the environment?

Vocabulary

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

misconception (*n*)

a mistaken thought, idea, or notion; a misunderstanding

Citizens had many misconceptions about the new tax program.

prevailing (*adj*)

generally current; widespread

It is the prevailing scientific consensus that human activity is primarily responsible for global warming.

curb (*v*)

to check, restrain, or control as if with a curb; to rein in

The government has promised to curb skyrocketing real estate prices by introducing new laws.

minute (*adj*)

exceptionally small; tiny

Some scientists believe the impact of global warming is so minute that it should not even be considered.

complacency (*n*)

a feeling of contentment or self-satisfaction, especially when

coupled with an unawareness of danger, trouble, or controversy

The rabbit lost the race to the tortoise after developing a sense of complacency about his victory.

sizable (*adj*)

of considerable size; fairly large

Although a sizable number of people own cell phones, there are still millions of people who do not have one.

carcinogen (*n*)

a cancer-causing substance or agent

Pesticides contain carcinogens and should not be consumed.

Listening



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

13

VOLUME HELP NEXT

Note-Taking ▶ Refer to the listening to complete the outline below.

- 1 Main Idea of the Lecture: _____

- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: _____

- 4 Third Supporting Argument: *Green consumerism does not cause people to become more environmentally active.* _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 In what ways does the professor refute the points made in the reading?

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

Tandem Note - Taking

Refer to the outlines for the reading and listening to complete the side-by-side notes below. Include only the three points from the reading and listening that clearly contradict each other.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Scaffolding

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

In the listening, the lecturer makes arguments that contradict the...

The lecturer begins by...

He illustrates this by explaining that...

This argument goes against the reading, which says...

The lecturer's second point is...

Again, this contradicts the reading, which says...

The lecturer concludes by refuting the belief that...

His argument calls into question the argument made in the reading that...

Writing



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

Writing Guide

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

14

First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

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

The topic of the reading and listening is green consumerism. In the listening, the lecturer makes arguments that contradict the points made in the reading.

The lecturer begins by discrediting the notion that people can curb environmental destruction by making only small changes to their shopping habits. 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. This argument goes against the reading, which says that small changes to buying habits have far-reaching effects on the environment.

Next, the lecturer refutes the belief that green products offer superior performances over those of regular products. He explains that most green products have a hidden cost and illustrates this by mentioning the carcinogens contained in florescent light bulbs. This rebuts the argument made in the reading that all green products are better for consumers and the environment.

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. Again, this contradicts the reading, which says that green consumerism has a domino effect that leads to increased environmentalism.

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

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 List some of the transitions the writer used on the lines below.

Revising ▶ Use the guided sample response to help you revise your own response on the previous page. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The ideas shown in the reading and lecture contradicted very much. The reading said that green consumerism easily allow people to participate in the helping the environment, but the listening disagree with this. There, it said even if all people stop buying products for a whole year, it would not stop pollution as much as turning off power plants. Also, the reading mention that green products are more beneficial than conventenal products, again the professor disagrees. He says that the befits of green products have a hidden cost, which mean that there more benefits outweighs the advantages. Lastly, the listening talked about the green consumerism domino effect. He said that most green consumerism people have a complacency and don't do anything really to help. The only point of correlation between the reading and speech was the fact that some green products are better than regular products.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization				✓		
Unity						
Language Use						

Final Score _____

Critical Analysis ▶ In which of the following ways should the highlighted sentence be rewritten?

- (A) The lecturer explains that green products often have hidden costs that outweigh their advantages.
- (B) The professor argues that most green products are likely to exclude a hidden cost.
- (C) According to the lecture, the hidden cost of a conventional product is less consequential than its advantages.

Independent Writing

Spending Money on International Issues



It is better for governments of rich nations to spend money on international issues rather than on domestic problems. Do you agree or disagree? Use specific reasons and details to support your answer.

Generating Ideas

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

Idea Box

- 1 How can spending money on international issues affect relationships between nations?
- 2 Who benefits when rich nations provide assistance to poor nations?
- 3 What are some potential consequences if problems in poor nations go unchecked?

A Agree:

Reason 1:

Reason 2:

Reason 3:

Idea Box

- 1 What obligations do nations have to their citizens?
- 2 How could donated money be misused by nations that receive it?
- 3 What reasons might a rich nation have for providing financial assistance beyond giving aid?

B Disagree:

Reason 1:

Reason 2:

Reason 3:

Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay?

Planning



Use the outline to plan your response to the following: It is better for governments of rich nations to spend money on international issues rather than on domestic problems. Do you agree or disagree? Use specific reasons and details to support your answer.

Thesis Statement (Agree / Disagree)

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

scaffolding

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

I feel that nations have an obligation to...

I do not think it is wise to...

Although a rich nation might claim to have good intentions, in reality...

Several aid organizations, including... already exist in the world.

Nowhere is this seen more clearly than with...

By providing international aid, rich nations ultimately benefit...

When rich nations give aid, there is no guarantee that the money will be...

Writing

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

Writing Guide

It is better for governments of rich nations to spend money on international issues rather than on domestic problems. Do you agree or disagree? Use specific reasons and details to support your answer.

First ParagraphState and discuss
thesis**Second Paragraph**First main
supporting idea

Supporting detail

Example

Third ParagraphSecond main
supporting idea

Supporting detail

Example

Fourth ParagraphThird main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

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

Vocabulary

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

rectify (v)

to set right; to correct

Before leaving home, I had to rectify all of the problems that I had caused.

imperative (adj)

impossible to avoid doing; urgent

This button will blow up the whole ship, so it is imperative that you do not press it!

prosperous (adj)

having success; flourishing

In prosperous nations, people enjoy luxuries such as clean drinking water and electricity.

noblesse oblige (n)

the obligation of those of high rank to be honorable and generous

Noblesse oblige specifies that a noble act must be returned nobly.

infrastructure (n)

the basic facilities needed in a society, such as transportation systems and schools

Many African nations lack the basic infrastructure necessary to improve the lives of their citizens.

prowess (n)

superior skill or ability

Nathan's writing prowess is unsurpassed; he will surely be a famous novelist someday.

recipient (n)

one who receives something

The elderly are the most common recipients of blood donations.

tackle (v)

to engage or to deal with

The government formed a committee to tackle the issue of inner city crime.

In today's integrated global society, it is important for nations to help each other as much as possible. 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. As many nations suffering from the worst domestic problems are unable to rectify these issues themselves, it is imperative that rich nations provide financial assistance. If aid is not given, these domestic problems can become more severe. To illustrate, consider the food shortages in North Korea. 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. To end human suffering, rich nations must provide international aid.

In addition to preventing problems from spreading, aid from rich nations can help make all nations of the world prosperous. The concept of noblesse oblige dictates that the rich should help the needy in order to benefit society. The same holds true on a global scale. 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. When rich nations provide aid to poorer nations, both the giver and the recipient benefit.

Some argue that nations should focus on domestic problems before trying to tackle issues abroad. However, for the reasons outlined above, it is clear that rich nations should spend money on international issues rather than on domestic problems.

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

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

Revising ▶ Use the guided sample response to help you revise your own response to the question. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

Although there are people who thinks that spending money on internationel issue is better it is actually most important to spend money on domestic issues. Firstly, governments should support their citicens first, secondly spending money on others makes them angry, finally most governments don't even want the money anyway.

to begin with goverments should support their citizens first because their citizens keep the government floating. For example, since people pay taxes to the govermnet the people should reep the

benefits of this. In other words, the governments have responsibility to support the citizens that pay them by provide services like health care and education.

Next giving too much money to other governmets can revolt to the people. What I mean is giving too much money to abroad can make people feel upset like above. If you consider the issue you know that people won't be happy if goverment gives too much money, like billions of dollars to other nations. This means a revolt where the people get so angry they throw down the government. In short, governments must make the people happy first.

Lastly, the other nations probably don't want the money anyway. Like African nations. These nations are pride of themselves, so they don't need help. Donating money just makes them feel shamed and make the problem worse. Also. the head of these nation maynot use the money rightly anyway because they are corrupt, which means it go to waste. That is to say, donating the money is a waste of time because they can't know if the money is used rightly.

In conclusion, donating money to international problems is not helpfull as the reasons above, so it is better to spend money on domestic issues.

Evaluation ► Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development			✓			
Organization						
Unity						
Language Use						

Final Score _____

Critical Analysis ► Which of the following sentences would best strengthen the response?

- Ⓐ Consider the famous phrase, "No taxation without representation."
- Ⓑ Many African nations have a history of misusing money donated by foreign nations.
- Ⓒ Historically, civil unrest has led to revolutions, such as the ones in America and France.



Part B

Chapter 7

- **Integrated Writing**
Business
- **Independent Writing**
Class Attendance Should Not Be Required

Vocabulary

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

uniform (*adj*)

conforming to one principle, standard, or rule; consistent
In order to give all applicants an equal opportunity to be hired, OmniCorp has enacted a uniform hiring policy.

subsidiary (*n*)

a company that is controlled by a larger company
This company used to be independent, but now it is a subsidiary of Panasonic.

stringent (*adj*)

imposing rigorous standards of performance; severe
To reduce the number of accidents, the company has introduced more stringent safety measures.

dictate (*v*)

to prescribe with authority; to impose
Because he had won the previous game, Juan dictated some new rules for the next match.

just (*adj*)

suitable or proper in nature; fitting
The murderer received a just sentence of life in prison for his terrible crimes.

compensate (*v*)

to make satisfactory payment or reparation to; to reimburse
We were compensated for working over the weekend on the project.

backlash (*n*)

an opposing reaction by a group to a trend, development, or event
There was a tremendous backlash after the city introduced a smoking ban in all bars and clubs.

child labor (*n*)

the full-time employment of children who are under a minimum legal age
In the 1990s, there was a severe backlash against Nike for using child labor.

Reading

Read the passage carefully. Be sure to take notes in the margins about the main ideas and supporting examples from each of the body paragraphs. You have 3 minutes to read.

American multinational corporations have a long-established history. The first such corporation was founded in the early nineteenth century, and their number has risen dramatically since the end of World War II. As these American companies increasingly expand their manufacturing facilities internationally, they must adopt a uniform code of American ethics across all of their subsidiaries.

One of the greatest benefits of such a policy would be increased safety. American safety regulations are among the most stringent in the world and therefore greatly reduce the chance of a serious accident occurring. Failure to maintain this level of safety has often had disastrous results. For example, had the chemical company at Bhopal, India, followed American rather than Indian safety standards, the explosion of its chemical plant in the 1980s would have caused fewer deaths of citizens in the neighboring community.

Enforcing an American code of ethics would also directly benefit employees by providing better working conditions. Although it might be legal in Mexico to employ ten-year-old children to work twelve hours a day weaving rugs, such child labor is prohibited under American labor laws. Additionally, American labor laws dictate that employees receive a just and livable wage, which guarantees that all employees of American



multinationals are fairly compensated.

Companies also benefit from enforcing American policies abroad. Many consumers prefer to buy products from businesses that maintain adequate working conditions for their employees, and the backlash against companies that do not has been severe. Recently, consumers boycotted a famous sneaker company when it was discovered that it used child labor to produce its products, which led the company to adopt American work policies for all of its subsidiaries. In short, companies that adopt a uniform code of ethics are able to improve their reputations and increase their profits.

Note - Taking ▶ Refer to the reading to complete the outline below.

- 1 Main Idea of the Passage: _____
- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: _____

- 4 Third Supporting Argument: Companies can improve their business by enforcing American work standards.

Critical Analysis ▶ Consider the following questions. Answer them in complete sentences.

- 1 How can the following American policies abroad reduce a company's competitiveness?

- 2 Do you think all subsidiaries would appreciate having to follow an American code of ethics?

Vocabulary

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

hamper (v)

to prevent the free movement, action, or progress of

*It would hamper the runners if the refreshment stand were located on the track.***adhere** (v)

to follow a rule or agreement

*All employees are required to adhere to the company's policies.***comply** (v)

to follow another's command, request, rule, or wish

*The patient complied with the doctor's orders.***revenue** (n)

all of the income produced by a particular source

*The game company's revenue increased dramatically with the release of GTA: Vice City.***in step with** (exp)

in conformity with; in harmony with

*Critics say the president is not in step with the needs of the people.***mandate** (v)

to make something required, as by law; to decree or require

*In the 1960s, U.S. courts mandated the desegregation of public schools.***ethical imperialism** (n)

the idea of one culture imposing its values upon another culture

*One of the characteristics of colonization is ethical imperialism.***alienate** (v)

to cause to become unfriendly or hostile

*If you alienate your family, you might regret it when you need their help.***baffle** (v)

to frustrate or check someone by confusing or perplexing that person; to stymie

*To win the game, you must baffle your opponent.***clash** (v)

to come into conflict; to be in opposition

Do not make any policy decisions that clash with official company thinking.

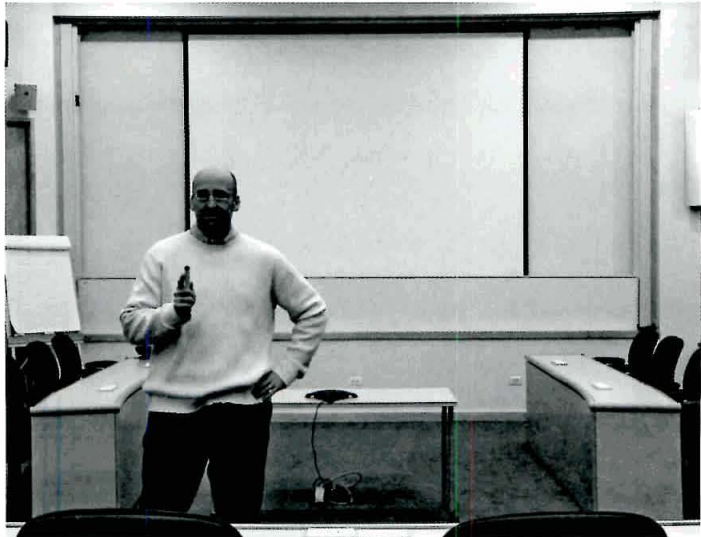
Listening



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

© 15

VOLUME
HELP
NEXT



Note-Taking ▶ Refer to the listening to complete the outline below.

- 1 Main Idea of the Lecture: _____

- 2 First Supporting Argument: *Companies lose business opportunities by not following local policies.*
- 3 Second Supporting Argument: _____

- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 In what ways does the lecturer refute the points made in the reading?

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

Tandem Note - Taking ▶

Refer to the outlines for the reading and listening to complete the side-by-side notes below. Include only the three points from the reading and listening that clearly contradict each other.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Scaffolding

Here are some useful phrases to help you write.

The reading and lecture address the topic of...

While the reading supports...the listening strongly opposes it.

The professor begins by explaining...

This counters the argument made in the reading that...

The lecturer then states that...

Again, this refutes the argument made in the reading, which states...

The lecturer concludes by arguing that...

This goes against the argument made in the reading...

Writing



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

Writing Guide

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

16

First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

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

The reading and the lecture address the topic of whether to adopt American policies at overseas affiliates. While the reading supports adopting American policies, the lecturer strongly opposes it.

The professor begins by arguing that following American policies reduces the competitiveness of a company. 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. This counters the argument made in the reading that following American policies at foreign subsidiaries would create safer working environments.

The lecturer then argues that companies lose business by following American policies. For example, one car company paid its Mexican workers the American minimum wage rather than the local minimum wage. By doing this, the company was not able to compete with other manufacturers and consequently had to move its production facilities elsewhere. Again, this refutes the argument made in the reading, which states that following American policies would create better working conditions for employees.

The instructor concludes by arguing that companies that impose American work standards on foreign subsidiaries can alienate their foreign workforce and potential client base. 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. This goes against the argument made in the reading that enforcing American work standards can improve a company's reputation and increase its profits.

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

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 List some of the transitions the writer used on the lines below.

Revising ▶ Use the guided sample response to help you revise your own response on the previous page. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The lecture gave reasons why American companies should keep US policies in abroad. These ideas went against the ones made in the reading passage.

The professor first presented the argument that companies that don't follow local business policies lose their ability to compete. In the reading, on the other hand, it was argued that American policies increase the safety of a company abroad. But in the lecture, the example of the cell phone company explained why local policies are better.

Next, the lecture argued that Americans need to keep their wages in step with the local companies. What this means is, they can't not pay excessively to their employees. Such was what happened at the Mexican autocompany. The US company paid employees too high salaries, so they were forced to close the operation. This contradicts the reading's idea that the American standards make a better work environment for employees.

Finally, the instructor stated that American companies confuse their foreinger employees. This is because Americans ask them to do tasks they should have to do, like the sexual harasment course explained in the lecture. This is unlike the reading, where it was argued that following local policies is good for business.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization						
Unity	✓					
Language Use						

Final Score _____

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

- (A) This contradicts the idea presented in the reading that overseas subsidiaries would benefit from following American policies.
- (B) The reading argues that employees who follow American safety policies have a greatly reduced chance of dying on the job.
- (C) The text states that companies in foreign countries generally adhere to American safety standards.

Independent Writing

Class Attendance Should Not Be Required



Do you agree or disagree with the following? University students should not be required to attend classes. Taking the final exam or writing a final paper should be the only requirement. Give reasons and examples to support your opinion.

Generating Ideas



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

Idea Box

- 1 How can optional class attendance help students learn to work independently?
- 2 Generally, how is learning assessed in university? How does this relate to class attendance?
- 3 What learning resources are generally available to university students?

A Agree:

Reason 1:

Reason 2:

Reason 3:

Idea Box

- 1 How can requiring class attendance facilitate learning?
- 2 What are the drawbacks to only having one assignment determine the grade for a class?
- 3 In what ways does mandatory class attendance prepare students for the working world?

B Disagree:

Reason 1:

Reason 2:

Reason 3:

Developing Ideas



Having examined the two options, which do you feel more comfortable developing into an essay?

Planning



Use the outline to plan your response to the following: Do you agree or disagree with the following? University students should not be required to attend classes. Taking the final exam or writing a final paper should be the only requirement. Give reasons and examples to support your opinion.

Thesis Statement (Agree / Disagree)

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

C scaffolding

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

I believe that class attendance should/should not be...

Most students benefit from a more organized...

One of the best ways to learn is directly from...

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

Because most professors post their class notes online...

Furthermore, students might become too stressed out if...

Some students simply learn better when...

For all of these reasons, I think that...

Writing

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

Writing Guide

Do you agree or disagree with the following? University students should not be required to attend classes. Taking the final exam or writing a final paper should be the only requirement. Give reasons and examples to support your opinion.

First ParagraphState and discuss
thesis**Second Paragraph**First main
supporting idea

Supporting detail

Example

Third ParagraphSecond main
supporting idea

Supporting detail

Example

Fourth ParagraphThird main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

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

Vocabulary

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

structured (*adj*)

having a well-defined structure or organization; organized
I prefer to work in a structured work environment.

equitable (*adj*)

fair and impartial
Be sure to share the pie in an equitable manner.

glean (*v*)

to gather facts in small quantities
I will read the document carefully and glean any information that is useful to me.

feasible (*adj*)

capable of being accomplished or brought about; possible
Your plan is highly ambitious, but I am not sure if it is technically feasible.

interval (*n*)

a space of time or a space between things
The subway comes at three-minute intervals during rush hour.

pertinent (*adj*)

concerning a subject or connected to it; relevant
The most pertinent issue in economics today is the global credit crisis.

allot (*v*)

to give out by shares or to divide
My new job allots me 15 days of vacation each year.

flourish (*v*)

to grow strongly and well
The oak trees flourished in the new soil we planted them in.

Some university students feel that they should not be required to attend classes and that grades should only consist of final exams or research essays. However, 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. This occurs for several reasons. For one, 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.

In conjunction with making studying more structured, mandatory class attendance also makes the grading process more equitable. For the vast majority of students, placing the entire weight of a class's grade on one exam or essay is neither fair nor feasible. 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. Thus, it is clear that mandatory class attendance gives students more opportunities to succeed.

Another, more contemporary, aim of university is to prepare students for the working world. To this end, mandatory class attendance is unquestionably pertinent. 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. In this regard, mandatory class attendance better prepares students to enter the working world.

Ours is a world of structure and predictability. We learn and live best by following schedules. 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 ▶ Refer to the sample response to complete the tasks below.

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

Revising ▶ Use the guided sample response to help you revise your own response to the question. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.**Weak Response** ▶ Read the response carefully. Make note of any errors in grammar and logic.

going to the university is a big deal for most people. it is the time when they become adults. since of this i agree that students should not be required to attend the classes for three reasons.

for some student, study outside the class give more learning. in other words, the students should not go to class because they are already good at study. let me give an example, a student who is already excellent at math should not have go to the class because healready knows it. also, the student who read a lot of history books should already know the history, so class is not neccessary.

secondly, most professor just do teaching from textbook. that to say they don't rely on their knowledge just the book. also, they put their notes on the internet any way. which means that even if you don't go to the leckture, you can still know what they have to teach, like the english teacher hwo puts the notes up online and then the study guide. if you see this you already know what to do for the classwork. in the end, going to class is a waste of time because the classwork is already give to you on line.

thirdly, going to the class cannot be demonstrate your knowledge, only tests does that. in university, you have to show your knowledge. so you need to take tests in any instance. this means that when you take a class you already take a test. therefore, why do you need to go to class? if you know what the test has, then its ok. you can't study for class, you only study for test. this means that only tests should be required.

to sum up, i beleve that students should not be required to attend classes because the study outside the class provides more learning, most proessors just teaching text book, and the test must be take in anycase.

Evaluation ► Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization						
Unity						
Language Use				✓		

Final Score _____

Critical Analysis ► Which of the main body paragraphs could be combined to strengthen the response?

- (A) Body paragraphs 1 and 3
- (B) Body paragraphs 2 and 3
- (C) Body paragraphs 1 and 2



Part B

Chapter 8

- **Integrated Writing**
Computer Science
- **Independent Writing**
Valuable Information on the Internet

Vocabulary

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

surge (v)

to increase suddenly

As favorable reviews came out, ticket sales for the movie surged.

tome (n)

a book, especially a large or scholarly one

To do scholarly research, reading many different tomes is essential.

hardbound (adj)

having a hard back or cover

The hardbound version of a novel is always more expensive than the paperback version.

rigorously (adv)

done with great or extreme bodily, mental, or spiritual strength

Exercise is of little value unless it is done rigorously.

tamper (v)

to interfere in a harmful manner

I do not want to be accused of tampering with the evidence.

misconstrue (v)

to mistake the meaning of; to misinterpret

Please do not misconstrue what I said to you.

facet (n)

one of numerous aspects, as of a subject

In the Middle Ages, the social class system shaped every facet of European life.

trivial (adj)

of little significance or value

The president does not have time to deal with trivial matters.

Reading

Read the passage carefully. Be sure to take notes in the margins about the main ideas and supporting examples from each of the body paragraphs. You have 3 minutes to read.

In recent years, the number of people turning to online encyclopedias to gather information has surged dramatically. These digital tomes may be superior to published encyclopedias in some respects, but traditional encyclopedias offer a number of important advantages over their online counterparts.

One of the most important strengths traditional encyclopedias have over online encyclopedias is accuracy. Whereas online encyclopedias can be written and edited by anyone with access to the Internet, hardbound encyclopedias are written only by authorities on the subjects. The information in traditional encyclopedias is rigorously fact-checked by professional scholars who have direct access to pertinent academic sources. This ensures that virtually no errors make their way into the books. As a result, hardbound encyclopedias have a much lower occurrence of inaccuracies than online texts.

Another important advantage of traditional encyclopedias is security. Because it is published in a book, the information in traditional encyclopedias can never be tampered with or misconstrued. Online encyclopedias, in contrast, cannot have such security measures. Indeed, the greatest weakness of online encyclopedias is the fact that people who are ignorant or uninformed about a topic can write and edit articles. This can result in information that is inaccurate or misleading. Worse is the constant threat of hackers, who can corrupt and delete this online database.

Margin
Notes

Furthermore, traditional encyclopedias present only relevant information about a topic. This is due to the fact that authors of traditional encyclopedias are professional writers and scholars who best understand the most important facets of a topic. On the other hand, Internet encyclopedias often emphasize trivial aspects of topics that may lead readers away from the most important concepts about a subject.

Note - Taking ▶ Refer to the reading to complete the outline below.

- 1 Main Idea of the Passage: _____
- 2 First Supporting Argument: *Traditional encyclopedias are more accurate than online encyclopedias.* _____
- 3 Second Supporting Argument: _____

- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

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

- 2 Do you think traditional encyclopedias or online encyclopedias cover a wider variety of topics? Explain why you feel this way.

Vocabulary

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

relic (*n*)

something that has survived from the past, such as an object, belief, or custom

*The rise of the cell phone has made pay phones a relic of the past.***ensure** (*v*)

to make sure or certain; to insure

*In order to ensure that the project is completed on time, we will work through the night.***safeguard** (*n*)

something that serves as protection or a guard

*Taking a second job is a good safeguard against unemployment.***misinformation** (*n*)

wrong information that is given intentionally

*Our spies have been given misinformation by the enemy.***dedicated** (*adj*)

wholly committed to a particular course of thought or action; devoted

*OmniCorp is looking for a dedicated software developer to join our growing staff.***citation** (*n*)

the quoting of an authoritative source for substantiation

*Be sure to include citations in your research essay.***encryption** (*n*)

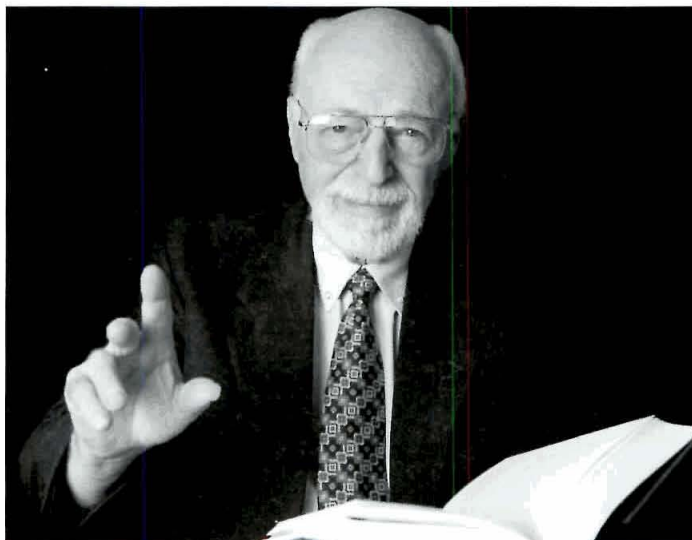
a type of computer program that makes online data secure

Every banking website features encryption to prevent hackers from stealing private information.

Listening

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

17



Note-Taking ▶ Refer to the listening to complete the outline below.

- 1 Main Idea of the Lecture: _____

- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: *Online encyclopedias have security measures to protect their data.*
- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 In what ways does the professor refute the points made in the reading?

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

Tandem Note - Taking ▶

Refer to the outlines for the reading and listening to complete the side-by-side notes below. Include only the three points from the reading and listening that clearly contradict each other.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Scaffolding

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

The lecturer's argument that... contradicts the reading passage's claim that...

He contrasts this with...

This argument challenges the reading's assertion that...

The professor goes on to explain that...

He illustrates this by mentioning...

He also argues that...

These points go against the reading, which says that...

This is in opposition to the reading passage's claim that...

Writing

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

Writing Guide

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

18

First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

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

The lecturer discusses some of the characteristics of online encyclopedias. His argument that Internet encyclopedias are superior to traditional encyclopedias contradicts the reading passage's claim that traditional encyclopedias are superior to online ones.

First of all, the lecturer explains that while online encyclopedias may have more errors than hardbound texts, they have their own advantage of changeability. 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. This argument challenges the reading's assertion that online encyclopedias contain numerous inaccuracies.

The professor goes on to explain that Internet encyclopedias have safeguards to prevent the spread of misinformation. 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. These points go against the reading, which says that Internet encyclopedias lack security measures to prevent tampering.

Lastly, the instructor argues that the wider variety of topics covered in online encyclopedias is one of their greatest strengths over hardbound encyclopedias. He explains that readers can research virtually any subject that interests them, including famous video games and subways. This is in opposition to the reading passage's claim that online encyclopedias only emphasize trivial aspects of topics.

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

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 List some of the transitions the writer used on the lines below.

Revising ▶ Use the guided sample response to help you revise your own response on the previous page. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The lecture followed the paragraph about encyclopedias, gave some supporting idea about the online encyclopedias.

Firstly, the paragraph said that the traditional encyclopedias have no error because they are edit by scholars, but it was said in the lecutre the complete oppsite: in online encyclopedias have errors fixed more quickly. This is because the online encyclopedia have many editor to fix the errors, but this is not like the traditional encyclopedis where errors stay for many years.

Secondly, the paragraph say that traditional encyclopedia have greater accuracy, but the listening say that have safe guards, too. This is because the internet encyclopedias have schoarls to check the quality of material. Additionally, internet encyclopedis also cannot easily be hacked because of incription. This shows that paragraph is wrong about internet encyclopedias.

Lastly, paragraph said that traditionel encyclopedia present the pertenent information only, unlike the in the lecture, which said online encyclopedias that have many differ subjects. It was said that this is actually the greatest benefit of the online encyclopedia.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization	✓					
Unity						
Language Use						

Final Score _____

Critical Analysis ▶ What information should be added to strengthen this response?

- Ⓐ A detailed explanation of the safeguards online encyclopedias have against hackers
- Ⓑ The professional backgrounds of editors of traditional encyclopedias
- Ⓒ A brief list of topics covered in online encyclopedias that are not found in hardbound texts

Independent Writing

Valuable Information on the Internet



Some people say the Internet provides valuable information that is beneficial for society. Other people feel that the Internet provides too much information that is harmful for society. What is your opinion? Use specific reasons and examples to support your answer.

Generating Ideas



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

Idea Box

- 1 In what ways does the information online promote self-learning?
- 2 How has the Internet made purchasing goods and services cheaper and easier?
- 3 How can people having access to more information benefit all of society?

A Valuable Information:

Reason 1:

Reason 2:

Reason 3:

Idea Box

- 1 What is some potentially harmful information that can be found on the Internet?
- 2 How can having too much information hinder a person's productivity?
- 3 Where does a lot of the information on the Internet come from, and how can this be harmful?

B Too Much Information:

Reason 1:

Reason 2:

Reason 3:

Developing Ideas



Having examined the two options, which do you feel more comfortable developing into an essay?

Planning

Use the outline to plan your response to the following: Some people say the Internet provides valuable information that is beneficial for society. Other people feel that the Internet provides too much information that is harmful for society. What is your opinion? Use specific reasons and examples to support your answer.

Thesis Statement (Valuable Information / Too Much Information)

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

Scaffolding

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

I firmly believe that the Internet has...

I question whether the information online is...

The information on the Internet allows people to...

In addition to this, terrorists and other criminals can use information available online to...

Let me illustrate my point with an...

However, not only individuals benefit from...

For instance, the Internet allows me to...

For the reasons outlined above, I believe that the information available online has...

Writing

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

Writing Guide

Some people say the Internet provides valuable information that is beneficial for society. Other people feel that the Internet provides too much information that is harmful for society. What is your opinion? Use specific reasons and examples to support your answer.

First Paragraph

State and discuss
thesis

Second Paragraph

First main
supporting idea

Supporting detail

Example

Third Paragraph

Second main
supporting idea

Supporting detail

Example

Fourth Paragraph

Third main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

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

Vocabulary

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

procure (v)

to obtain; to acquire

In order to procure a Chinese visa, you must bring the proper documents to the embassy.

bevy (n)

a large group

A bevy of birds flew out of the trees and took me by surprise.

dated (adj)

old-fashioned; out-of-date

Computers from just ten years ago are completely dated.

at the mercy of (exp)

not able to stop someone from harming another because that individual has power or control over the other

I will not put myself at the mercy of the government.

remedy (v)

to remove; to correct; to cure

Getting a second job is the best way to remedy your economic problems.

copious (adj)

large in quantity; abundant

During the hurricane, there were copious amounts of rainfall.

In the past, the amount of information available to most people was limited. Only through controlled media sources such as radio, television, and newspapers were people able to procure information. However, with the introduction of the Internet, this has changed. Thanks to the World Wide Web, people today have easy access to virtually all of the information in the world. I firmly believe that this information helps people live more comfortable and financially secure lives.

The information on the Internet allows people to live more efficient and comfortable lives. The bevy of information available online allows people to make informed decisions about important life choices, thereby increasing their potential for success and happiness. Consider how having more information helped me when I moved to Denver, Colorado. Without the Internet, I would have to rely on dated guidebooks that contain limited amounts of information about the city. 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. And with online message boards, I was even able to read what other people had to say about the city. The information available online allowed me to decide if Denver was the right city for me.

People also benefit financially from the information available online. Prior to the Internet, consumers were at the mercy of major retail outlets and specialty agents to provide them information about goods and services. Let me illustrate my point with an example. Before I had access to the web, 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. The Internet has remedied this. Today, I can use websites such as Amazon, Expedia, and Craigslist to find the best deals on goods and services from around the world. Thanks to the copious amount of information available online, I am able to save money on every purchase that I make.

Thanks to the Internet, people today have access to a greater amount of information than at any other time in history. For the reasons outlined above, I believe that improved access to information has made life better for virtually everybody.

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

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

Revising ▶ Use the guided sample response to help you revise your own response to the question. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The relevance of the statement raised in the question aforementioned, namely the issue of whether or not the Internet provides people with an overabundance of information, cannot be underestimated as the answer has the very possibility of engendering the fabric of society. As it stands, the issue of whether or not the Internet provides people with an overabundance of information highlights a profound problem in our society. However, because the issue cannot be dismissed lightheartedly, it is imperative that it be considered with unparalleled thoughtfulness.

At the heart of any discussion pertaining to the overabundance of information available on the Internet, it has to be borne in mind that one has to tread delicately when dealing with such issues. The human factor in such a circumstance cannot be underestimated. It is for this reason that the situation in question rightly be contentious. Nevertheless, I feel that the superabundance of conundrums surrounding the issue of whether or not there is an excessive amount of information readily available on the information superhighway, it becomes transparently clear that the most pertinent course of action is readily apparent. However, as with all situations similar to the one in question, the most readily apparent solution is not always that which is most easily undertaken.

In conclusion, although I concede that the issue of whether or not the Internet contains information on it that can potentially present great amounts of harm to those not directly involved with the information obtainment, it is abundantly clear that a measured response is needed to alleviate the situation.

Evaluation ► Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization						
Unity						
Language Use				✓		

Final Score _____

Critical Analysis ► What are the main shortcomings of this response?

- (A) It contains too many difficult vocabulary words and not enough transitions.
- (B) It is overly wordy and fails to present any relevant information.
- (C) It includes too many examples and has overly long paragraphs.

Part B

Chapter 9

- **Integrated Writing**
Archaeology
- **Independent Writing**
Reading a Book a Second Time Is More Interesting

Vocabulary

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

monument (*n*)

a structure, such as a building or sculpture, erected as a memorial
The Washington Monument is the tallest sculpture in the District of Columbia.

contentious (*adj*)

controversial

The election of Arnold Schwarzenegger as California's governor was highly contentious.

theory (*n*)

an explanation of how or why something happens, especially one based on scientific study

After an apple fell on his head, Sir Isaac Newton developed the theory of gravity.

adorn (*v*)

to enhance or decorate with or as if with ornaments

Each year, my family adorns our house with Christmas lights and other festive decorations.

headdress (*n*)

a covering or ornament for the head

Native Americans are known for wearing elaborate headdresses during traditional ceremonies.

hypothesis (*n*)

something not proven but considered to be true for the purpose of further investigation

The best way to test your hypothesis is to conduct experiments.

tombstone (*n*)

a stone that is used to mark a grave

Each month, we lay flowers upon my father's tombstone.

depict (*v*)

to represent in words; to describe

In his novels, Neil Gaiman depicts a wonderful world of fantasy.

erosion (*n*)

a wearing away

The waves cause erosion as they hit the beach.

prolong (*v*)

to extend in time or duration

There are fears that falling consumer demand might prolong the economic recession.

Reading

Read the passage carefully. Be sure to take notes in the margins about the main ideas and supporting examples from each of the body paragraphs. You have 3 minutes to read.

One of the most famous sculptural wonders of the ancient world is the Great Sphinx of Giza, located on the west bank of the Nile River in Egypt. The true origins of the monument have long been contentious. However, newly discovered findings suggest that the Sphinx was constructed during the Old Kingdom by the Pharaoh Khafre. Several pieces of evidence support this theory.

The first piece of evidence dating the Sphinx to the Old Kingdom is the statue's facial features. As with other sphinxes produced during that period, the Great Sphinx features a man's head adorned with an ancient Egyptian headdress. Furthermore, Egyptologists have determined that the face of the Sphinx was modeled after none other than Pharaoh Khafre's himself.

The Old Kingdom hypothesis is also supported by the tombstone situated between the front paws of the statue. Inscribed on the stone is a story depicting the history of the Old Kingdom. The tale concludes by explaining that the Sphinx was constructed as the guardian angel of the Old Kingdom and that it must be preserved in order to maintain peace. This

Margin
Notes

explanation is supported by the fact that the Sphinx guards the entrance of the Second Pyramid, which was also constructed by Pharaoh Khafre.

Perhaps the strongest evidence is the amount of erosion on the Sphinx. Originally, the Sphinx had a smooth outer surface that has since worn away due to prolonged exposure to wind and rain. Leading archaeologists and geologists have examined the weathering evident on the Sphinx and compared it to the erosion on the Great Pyramids constructed during Khafre's reign. They concluded that the amount of weathering on the Sphinx is similar to that of other monuments known to be constructed during the Old Kingdom.

Glossary

archaeologist (n)

a scholar who studies past human life and culture

geologist (n)

a scholar who studies the structure of the Earth

Note - Taking ▶ Refer to the reading to complete the outline below.

- 1 Main Idea of the Passage: _____
- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: *The tombstone at the base of the Sphinx explains the statue's history.*
- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 Why might the current appearance of the Sphinx fail to provide evidence about the time of its construction?

- 2 Do you feel the legend inscribed on the tombstone supports the Old Kingdom theory? Explain why you feel this way.

Vocabulary

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

hieroglyph (*n*)

a symbol from ancient Egyptian picture writing

*Archaeologists were not able to read hieroglyphs until the discovery of the Rosetta Stone.***disproportionately** (*adv*)

overly large for the situation in size, shape, or amount

*Unemployment has a disproportionately penalizing effect on disabled people.***leftover** (*adj*)

remaining; excess

*Please put the leftover sandwiches in the refrigerator.***ascension** (*n*)

the act of rising or moving upward

*The team witnessed its ascension from stardom to superstardom after winning the World Series.***annually** (*adv*)

recurring, done, or performed every year; yearly

*I visit my doctor annually for my physical examination.***meteorological** (*adj*)

related to the study of weather and weather conditions

*Each summer, the meteorological society meets to discuss the upcoming hurricane season.***millennium** (*n*)

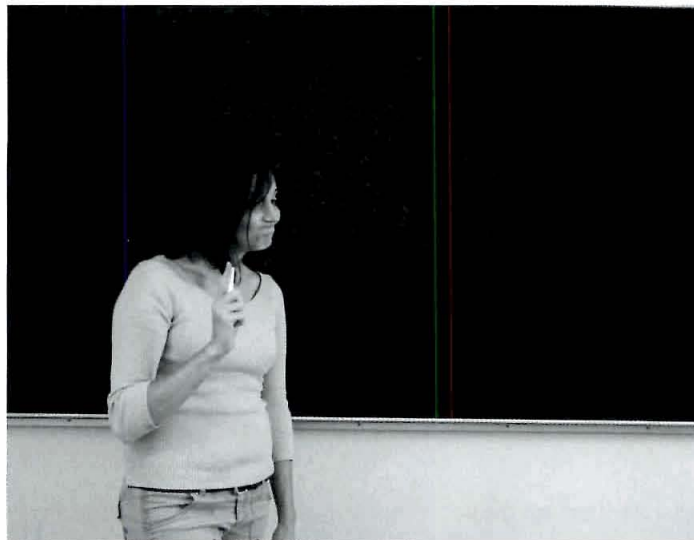
a period of one thousand years

According to the Bible, Jesus Christ lived over two millennia ago.

Listening

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

19



Note-Taking ▶ Refer to the listening to complete the outline below.

- 1 Main Idea of the Lecture: _____

- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: _____

- 4 Third Supporting Argument: *The erosion on the Sphinx occurred prior to the Old Kingdom.* _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 In what ways does the professor refute the points made in the reading?

- 2 What examples does the professor provide to support her argument?

Tandem Note - Taking ▶

Refer to the outlines for the reading and listening to complete the side-by-side notes below. Include only the three points from the reading and listening that clearly contradict each other.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Scaffolding

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

The professor believes that... presenting evidence regarding...

Her arguments cast doubt on the claims made in...

This challenges the reading's assertion that...

Next, the lecturer explains that...

She illustrates this by mentioning...

Finally, the instructor discusses...

The lecturer notes that... and concludes that...

This effectively rebuts the reading passage's claim that...

Writing

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

Writing Guide

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

Ⓒ 20

First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

Strong Response

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

The instructor believes that the Great Sphinx of Giza was constructed prior to the Old Kingdom and presents evidence regarding the Sphinx's facial structure, tombstone, and erosion to support this. Her arguments cast doubt on the claims made in the reading passage.

First, the lecturer talks about the history of the Sphinx's face. 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. This challenges the reading passage's assertion that the human head currently on the Sphinx dates it to the Old Kingdom.

Next, the professor explains the history of the tombstone at the front of the Sphinx. 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. This calls into question the reading passage's argument that the Sphinx was constructed to protect the Old Kingdom.

Finally, the lecturer discusses the erosion on the Sphinx. 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. This rebuts the reading passage's claim that the erosion on the Sphinx is similar to that of the pyramids constructed during the Old Kingdom.

Critical Analysis

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

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 List some of the transitions the writer used on the lines below.

Revising

▶ Use the guided sample response to help you revise your own response on the previous page. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The Sphinx has a controversal history. It was explained in the reading it was builded during Old Kingdom. However, it was said in the lecture that Sphinx might actually be from another kingdom.

To begin with, the reading says that Sphinx's face has a man on it. For example, it wears the headdress, like the Old Kingdom style. However, in the lecture it was said that old face was maybe a lion. So maybe the face, was construct before Old Kingdom. So perhaps the face is not good evendence to support the theory.

Furthermore, the Sphinx includes the tombstone. This talks the history of the Sphinx. In reading it was explain that a pharoh builded it for himself to make him more popular. However, the lecture said the history of Sphinx may not be known because the tombstone can be wrong. In this way, the tombstone can not be trusted.

At the last point, in the text it was explain that Sphinx was damage because of heavy rain fall. This is unlike which was explain in listening. There, it said some people think it was builded during old kingdom, so the controversy does continue.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization			✓			
Unity						
Language Use						

Final Score _____

Critical Analysis ▶ Which of the following information does the response fail to include?

- Ⓐ The current head on the Sphinx is a later reconstruction.
- Ⓑ The erosion on the Sphinx must have occurred before the Old Kingdom.
- Ⓒ The legend inscribed on the tombstone may not be historically accurate.

Independent Writing

Reading a Book a Second Time Is More Interesting



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

Generating Ideas

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

Idea Box

- 1 How can understanding the characters and plot of a novel help you enjoy it more?
- 2 In what ways does rereading a novel allow you to better understand it?
- 3 Specifically, what aspects of a novel can be enjoyed repeatedly?

A Agree:

Reason 1:

Reason 2:

Reason 3:

Idea Box

- 1 How does knowing the outcome make a novel less interesting?
- 2 How can rereading a novel make it more difficult to concentrate on its story?
- 3 In what ways can reading a novel twice be a waste of time?

B Disagree:

Reason 1:

Reason 2:

Reason 3:

Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay?

Planning

Use the outline to plan your response to the following: Do you agree or disagree with the following statement? Reading a book a second time is more interesting than reading it the first time. Use reasons and examples to support your answer.

Thesis Statement (Agree / Disagree)

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

Scaffolding

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

That is why I agree with the statement that...
Because I already read the novel, I could/could not...
Complex novels are meant to be read...
For instance, in high school, I had to read...

Rereading a novel also allows me to...
Although/Because I know the outcome of...
All things considered, I believe it is much more/not nearly as enjoyable to...

Writing

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

Writing Guide

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

First ParagraphState and discuss
thesis**Second Paragraph**First main
supporting idea

Supporting detail

Example

Third ParagraphSecond main
supporting idea

Supporting detail

Example

Fourth ParagraphThird main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

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

Vocabulary

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

savor (v)

to appreciate fully; to enjoy or relish

I want to savor this moment of my great accomplishment.

narrative (n)

a story

The narrative changed depending on who was telling it.

gripping (adj)

catching and holding one's full attention

The novel was truly gripping; I could not put it down.

exchange (n)

a dialog; a conversation

Christmas dinner was nearly ruined by the angry exchange between my aunt and uncle.

antagonist (n)

the character who opposes the hero in a novel or drama

In The Dark Knight, Batman is the protagonist while the Joker is the antagonist.

veil (v)

to conceal; to disguise

Heavy fog veiled the city's skyline.

ripe (adj)

fully developed or matured and ready to be eaten or used

The time is always ripe to do the right thing.

ostensibly (adv)

on the surface; apparently

Jack was ostensibly a college student, but, in actuality, he was our new manager.

lineage (n)

direct descent from a particular ancestor; family history

The Shoemaker family is able to trace its lineage all the way back to the 1600s.

remorse (n)

a deep, often painful regret for past wrongs

Remorse often motivates people to correct their mistakes.

I feel that there is no better way to spend a lazy Sunday afternoon than curled up with a good book even if it is one I have read before. In my opinion, novels are pieces of art meant to be savored over and over again. 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. This is because I already have an understanding of the setting, plot, and characters, so I am able to focus more on the relationships between the characters and how they relate to the overall narrative. This is certainly the case with highly complex novels. One such example is Leo Tolstoy's "War and Peace," which contains dozens of characters, each with his or her own story arc. To fully appreciate a work of this scale, I feel a second reading is essential.

Rereading a novel also allows me to revisit my favorite parts of the story. This is most evident with scenes that are particularly well written and emotionally gripping. In the novel "No Country For Old Men" by Cormac McCarthy, one scene features an exchange between the antagonist and the owner of a small country gas station. The dialog between the men, with the villain making thinly veiled threats against the owner's life, is rife with dramatic tension. Although I know the outcome of this exchange, the tension and fear generated by the dialog makes me want to read it over and over again.

Finally, by revisiting the novel, I am able to understand the work more deeply. Many of the best novels are laden with metaphors and symbolism that only become apparent upon a second or even third reading. This is the case with the William Faulkner story "The Bear." 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.

Certain pieces of writing, such as newspaper headlines, magazine articles, and Internet blogs, are meant to be read only once. But novels, with their depth of characterization and scope, are meant to be read repeatedly. All things considered, I believe it is much more enjoyable to read a novel a second time than it is the first time.

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

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

Revising ▶ Use the guided sample response to help you revise your own response to the question. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The world is filled of novels. There are millions and millions of novels to read. Because of this, you have wonder. Why should you reread a novel again? For the three reasons below, I don't think it is better to read a book second time.

First of all, most novels are not too fun read again. When you read a novel, a second time, you all ready know the characters and plot, so it cannot have excitement. For instance, when you watch a movie you saw again, it is not as exciting. So you become bored quickly and think, I'm wasting my time.

If something is not interesting, why should you bother doing it? In short, you shouldn't. The same is the case with reading books again, too.

Second of all, most books aren't suppose to be read two times. Maybe there exceptions, but for most of the time, books expect that the reader hasn't read it before. For example, think about mystery novels. The only reason to read that kind of book is to find out how it ends. However, when you reread it, you know how it ends, and therefore the excitement disappears. This is the problem of reading books twice.

Finally, there are too many books in the world, so why brother reading a book again. Each year millions of new books are made and people have to fight to read them all, even if you read three books a week you only can read 150 books a year. In order to enjoy as much books as possible, you should read only books that are new to you.

Some people may believe that it is better to reread a book a second time, but for the arguments given above, I feel it is better to read books only one time.

Evaluation ► Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization		✓				
Unity						
Language Use						

Final Score _____

Critical Analysis ► Which of the main body paragraphs could be combined to strengthen the response?

- (A) Body paragraphs 1 and 2
- (B) Body paragraphs 2 and 3
- (C) Body paragraphs 1 and 3



Part B

Chapter 10

- **Integrated Writing**
Chemistry
- **Independent Writing**
Higher Education Is only for Good Students

Vocabulary

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

combustion (*n*)

the process of burning

*Is that an internal combustion engine?***primary** (*adj*)

first in order or importance

*Your primary task is to enter the base secretly; your secondary task is to turn off the security cameras.***perceptible** (*adj*)

capable of being seen; noticeable

*Following his trip to Africa, there was a perceptible change in his attitude.***lingering** (*adj*)

continuing for a long time; prolonged

*The winter storm from last weekend is still lingering over the area.***congestion** (*n*)

the state of being tightly compacted

*Traffic congestion was so bad that Felix decided to work from home.***omnipresent** (*adj*)

existent in all places at all times

*An omnipresent fog hung over the town.***droplet** (*n*)

a tiny amount of water

*The droplets of rainwater came together to form a thunderstorm.***wreak** (*v*)

to cause to happen; to occur as a consequence

*The hurricane will wreak havoc upon our house unless we prepare for the storm.***acute** (*adj*)

extremely sharp or severe; intense

*The patient suffered acute pain during the surgery.***aggravate** (*v*)

to make worse or more troublesome

You must rest for three days, or you will aggravate your leg injury.

Reading

Read the passage carefully. Be sure to take notes in the margins about the main ideas and supporting examples from each of the body paragraphs. You have 3 minutes to read.

Sulfur dioxide is a gas that can occur both naturally and be manmade. Volcanic eruptions, wildfires, fossil fuel combustion, and heavy industry are some of its primary sources. In recent years, efforts have been made to reduce the amount of sulfur dioxide released into the atmosphere due to its harmful effects on living creatures and the environment.

One of the most perceptible consequences of sulfur dioxide is smog. Sulfur dioxide aerosol gets trapped in the lower levels of the atmosphere, where it creates a lingering haze that greatly reduces visibility, especially in large cities with high traffic congestion. This omnipresent fog presents dangers both physical and psychological. Research shows that vehicular accidents increase by nearly twenty percent on especially smoggy days while the dirty surroundings created by smog can result in depression.

Another problem created by sulfur dioxide is acid rain. Sulfur dioxide mixes with water vapor in the air to produce sulfuric acid, which ultimately returns to the Earth in the form of acid rain. These acidic water droplets wreak havoc upon the environment by destroying crops, polluting smaller bodies of water, and damaging buildings and other structures. The problems created by acid rain are especially acute in developing nations and other areas with large numbers of industrial facilities.

Margin
Notes

Most troubling are the health problems created by inhaling sulfur dioxide. Being exposed to sulfur dioxide for as little as five minutes can aggravate asthma, cause respiratory difficulties, and require emergency room visits and hospitalization. This is because sulfur dioxide reduces the ability of the lungs to resist diseases and illnesses, such as bronchitis and emphysema.

Glossary

aerosol (*n*)

a gas that contains tiny solid and liquid particles

asthma (*n*)

a disease of the lungs that causes coughing and breathing difficulties

respiratory (*adj*)

related to respiration or the act of breathing

Note - Taking ► Refer to the reading to complete the outline below.

- 1 Main Idea of the Passage: _____
- 2 First Supporting Argument: *Sulfur dioxide creates smog.* _____
- 3 Second Supporting Argument: _____

- 4 Third Supporting Argument: _____

Critical Thinking ► Consider the following questions. Answer them in complete sentences.

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

- 2 Who do you think most typically becomes sick after being exposed to sulfur dioxide?

Vocabulary

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

overlook (v)

to fail to notice or consider; to miss

*When most people look at artwork, they tend to overlook the finer details in the paintings.***reflect** (v)

to throw or bend back light

*The mirror on the wall reflects my image.***emission** (n)

a substance discharged into the air, especially due to an internal combustion engine

*To reduce carbon dioxide emissions from buses, the city has turned to alternative energy sources.***regional** (adj)

of or relating to a particular area or district

*I could not understand Samantha because of her strong regional accent.***scapegoat** (n)

a person who is blamed for something he or she did not do; a victim

*Jewish people were made scapegoats by Nazi Germans.***emit** (v)

to give or send out matter or energy

*Stoves cook food by emitting great amounts of heat.***purportedly** (adv)

assumed to be such; supposedly

*Although there is no clear evidence, the painting is purportedly the work of Vincent van Gogh.***document** (v)

to support a claim with evidence

*Only documented claims will be considered.***elderly** (n)

people who are past middle age and nearing old age

*Every weekend, my brother and I volunteer to help out the elderly in our community.***terminally ill** (n)

people who are very sick and not expected to live long

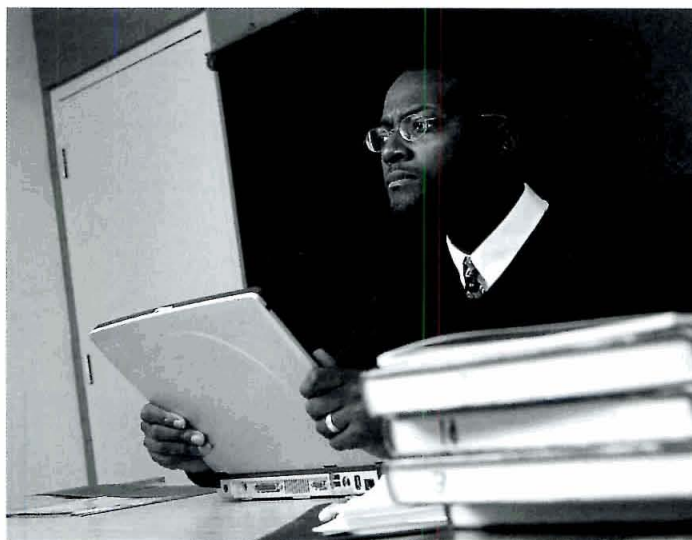
Leading doctors are asking that the terminally ill be able to end their lives if they choose.

Listening



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

© 21



Note-Taking ▶ Refer to the listening to complete the outline below.

- 1 Main Idea of the Lecture: _____

- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: *Sulfur dioxide is not the only chemical in acid rain.* _____
- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 In what ways does the instructor refute the points made in the reading?

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

Tandem Note - Taking

Refer to the outlines for the reading and listening to complete the side-by-side notes below. Include only the three points from the reading and listening that clearly contradict each other.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Scaffolding

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

The passage and the lecture deal with...

By examining research that... the professor argues that...

First of all, the lecturer mentions that...

This casts doubt on the reading passage's claim that...

The professor also argues that...

He illustrates this by mentioning...

Finally, the instructor discusses...

He goes on to explain that... and that...

This rebuts the reading passage's claim that...

Writing

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

Writing Guide

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

22

First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

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

The passage and the lecture deal with the problems created by sulfur dioxide. 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. 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. This casts doubt on the reading passage's claim that aerosols are strictly harmful.

The instructor also argues that sulfur dioxide is not one of the primary chemicals in acid rain. He says that acid rain is primarily caused by nitrogen oxide and carbon dioxide emitted from automobiles. This argument goes against the one made in the reading that acid rain is mainly produced by sulfur dioxide.

Finally, the professor contends that sulfur dioxide is not seriously harmful to one's health. 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. This contradicts the reading passage's argument that sulfur dioxide creates many health problems.

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

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 List some of the transitions the writer used on the lines below.

Revising ▶ Use the guided sample response to help you revise your own response on the previous page. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

With the sulfur dioxide there are many factories involved. In the one hand it can be consequence however; it also has problems that are not as much apperent. The reading and lecture talk about some of this arugment.

In the article, there are many consequence of sulfur dioxide. First of all, it makes the smog. This is major problem with big cities because, people can't see the trafic. Next of all, is the acid rain. This many fall to earth as sulfur acid and destroy the bulding mostly, in industrial nations. Lastly, it is about the health consequence. You see, sulfur dioxide makes people asthma because it is a chemistry.

On the contrery, in the lecutre it make argument that sulfur dioxide is not allways bad. It's erosal may create the global warming but, it can make it colder also. Secondly, Secondly, sulfer dioxide can not make the acid rain because its not to much, unlike nitragen dioxide. Moreover, the health issues that sulfur dioxide make is not so serious. It say the healty people only get some times sick.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization						
Unity				✓		
Language Use						

Final Score _____

Critical Analysis ▶ Which of the following arguments does the response misrepresent?

- (A) Sulfur dioxide exposure generally only affects at-risk groups.
- (B) The smog created by sulfur dioxide can greatly reduce visibility.
- (C) Acid rain is primarily comprised of chemicals other than sulfur dioxide.

Independent Writing

Higher Education Is only for Good Students



Higher education should only be available to good students. Do you agree or disagree? Use specific reasons and examples to support your answer.

Generating Ideas

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

Idea Box

- 1 Why do colleges and universities not admit all applicants?
- 2 How can limiting higher education only to good students affect the learning environment?
- 3 In what ways can good students take better advantage of higher education?

A Agree:

Reason 1:

Reason 2:

Reason 3:

Idea Box

- 1 How can weaker students more greatly benefit from higher education?
- 2 How does opening higher education to more people benefit society?
- 3 In what ways would non-academic areas suffer if higher education were only available to good students?

B Disagree:

Reason 1:

Reason 2:

Reason 3:

Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay?

Planning



Use the outline to plan your response to the following: Higher education should only be available to good students. Do you agree or disagree? Use specific reasons and examples to support your answer.

Thesis Statement (Agree / Disagree)

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

Scaffolding

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

Therefore, I agree/disagree with the statement that...

One of the strongest arguments in favor of/ against... is...

To give you an idea, consider the case of...

Diligent students more greatly benefit from higher education because...

Allowing weaker students to obtain a higher education allows them to...

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

Writing

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

Writing Guide

Higher education should only be available to good students. Do you agree or disagree? Use specific reasons and examples to support your answer.

First ParagraphState and discuss
thesis**Second Paragraph**First main
supporting idea

Supporting detail

Example

Third ParagraphSecond main
supporting idea

Supporting detail

Example

Fourth ParagraphThird main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

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

Vocabulary

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

bright (*adj*)

intelligent; clever

Only bright students are able to take AP classes at my high school.

post-secondary institution (*n*)

a school beyond high school, usually a college or a university
Some examples of post-secondary institutions are colleges, universities, and technical schools.

community college (*n*)

a college that grants two-year degrees and does not offer housing

I am working towards my associate degree in accounting at the local community college.

vocational school (*n*)

a school that teaches skilled trades such as carpentry, construction, and plumbing

My older brother went to a vocational school and now makes a lot of money as a carpenter.

keen (*adj*)

eager and enthusiastic

He was keen to go on the vacation that he had been planning.

matriculate (*v*)

to enroll as student

Because of her high grades, strong SAT score, and keen personality, Sandy was able to matriculate into Harvard.

prestigious (*adj*)

widely known and respected

Oxford University is the most prestigious post-secondary institution in the U.K.

elite (*n*)

the part or group having the highest quality, importance, or power

Ivy League universities are reserved for the academic elite.

myriad (*n*)

any very large number

Although female soldiers were once a rarity, there are now a myriad of women serving in the armed forces.

Traditionally, higher education was reserved only for bright, academically inclined students. This is no longer the case. Today, there are several different types of post-secondary institutions that help students from all backgrounds develop the academic and technical skills needed for success in the professional world. Therefore, I disagree with the statement that only good students should have access to higher education.

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. In the past, higher education consisted exclusively of college and universities. 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. Today, students with weaker academic backgrounds but who have a keen interest in a specific professional field can receive a higher education at a vocational school.

Allowing weaker students to obtain a higher education also enables them to grow academically. To give you an idea, consider the case of one of my close friends, who had poor grades in high school but nevertheless wanted to attend college. Although universities denied him entry, he was able to matriculate into a community college. There, he developed an interest in history and began taking his studies seriously. His grades improved dramatically, and, after two years, he was able to transfer to a four-year university. Today, he is getting his master's degree at one of the most prestigious universities in the country. For my friend and many others like him, higher education provided a way for self-improvement.

In conclusion, although higher education was reserved only for the intellectual elite, today its purpose has expanded to educating students from a myriad of academic backgrounds. For the reasons illustrated above, it is clear that higher education should be available to all students.

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

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

Revising ▶ Use the guided sample response to help you revise your own response to the question. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

Attend college is very important to most peolpe. However, the college most be carefull about who they edmit to their program. This is why I believe that only good student should attend secondary school.

First of all, good schools want good student. This because the good studnet more like work hard. In order to obtan the success, as student must very dilligently. For example consider the Ivy Leauge schools. Those schools only want the best and the brightest. This is because their reputuation is very

high. They only wanting the student who make the high grades. So only good student are allowed to those colleges.

Also, the students who are already good can do more better. That because they are able to working hard at the schoolwork. Like my brother was student he worked so hard. And because this he go to a great university. Like the good students, my brother take advantage his secondary school education. And there he had much successful. So this supports my reason.

For some studies, students should only be good. Like consider lawyer, doctor, etc. They need to have good students to study those subject. In other words, some subject only good students can study. For example, if the doctor graduate for college but he did not study good, how is he a good doctor? You must be sure about quality of your doctor, so the good student only can be taken. Same with the lawyer. If the lawyer have graduate from good school, he must be very good. That want you can trust.

In conclusion, secondary schools must only consideration of good students. Although bad students can also receive benefits at college, good student can relieve more from college. For this reason why only good student should attend secondary school.

Evaluation ► Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development			✓			
Organization						
Unity						
Language Use						

Final Score _____

Critical Analysis ► Which of the following arguments could be added to strengthen the response?

- Ⓐ Student diversity can improve a school's academic environment.
- Ⓑ More diligent students are better able to take advantage of a higher education.
- Ⓒ Some jobs requiring a college degree include teacher, accountant, and engineer.



Part B

Chapter 11

- **Integrated Writing**

Zoology

- **Independent Writing**

The Twentieth Century's Most Memorable Change

Vocabulary

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

animal kingdom (*n*)

a classification of living organisms that includes all living animals
Zebras, lions, and human beings are all part of the animal kingdom.

herd (*n*)

a number of cattle or other large animals feeding or living together
The sheep dog protects the herd from wolf attacks.

predator (*n*)

a living creature that feeds on other living creatures
Human beings are one of the only animals with no natural predators.

optical illusion (*n*)

an image that is perceived to be different than it actually is
An optical illusion makes something appear different than it really is.

leap (*v*)

a light, self-propelled movement upward or forward
As the famous saying goes, it is best to look before you leap.

prematurely (*adv*)

too early; too soon
My daughter has many health problems because she was born prematurely.

disoriented (*adj*)

unable to find the correct way or place to go
After coming out of the subway, I became completely disoriented.

seamlessly (*adv*)

perfectly consistent and smooth
One of my favorite things about the movie was how the plot flowed seamlessly.

colorblind (*adj*)

partially or totally unable to tell colors apart from each other
A colorblind person might not be able to tell a red traffic light apart from a green one.

distinguish (*v*)

to notice as being different or unique
Even the twins' mother could not distinguish one from the other.

Reading

Read the passage carefully. Be sure to take notes in the margins about the main ideas and supporting examples from each of the body paragraphs. You have 3 minutes to read.

Perhaps one of the most recognized members of the animal kingdom is the zebra. Much like its relatives, the horse and the donkey, the zebra is a social creature, often traveling in large herds across the African plains. What makes the zebra unique are the black and white stripes covering its entire body. It is this distinctive coloration that protects the zebra from lions, cheetahs, and other predators.

Margin
Notes

One major purpose of the zebra's stripes is to create an optical illusion. The contrasting black and white stripes on the zebra's body make the animal appear larger than it really is. As a result, predators are tricked into attacking when they are not in a position to do so. Because predators leap at them prematurely, the zebras are alerted to their attacker's presence and are thus able to escape the failed attack.

Moreover, the zebra's stripes serve to confuse predators. The repeating pattern of black and white stripes gives a herd of zebras the appearance of being one large animal. This makes it nearly impossible for a predator to identify an individual out of a herd. When threatened, the herd will flee, appearing to the hunter as a confused mass of black and white stripes. The disoriented predator is unable to focus on one individual and is therefore likely to fail the hunt.

Another important function of the zebra's stripes is camouflage. The black and white stripes help the zebra blend seamlessly into its surroundings. This is possible because the zebra's chief predators are colorblind and unable to distinguish between the zebra and the surrounding environment. The zebras' stripes therefore allow them to hide themselves in tall grass to avoid predators.

Glossary

plain (*n*)
a large, flat, usually treeless area of land

Note - Taking ▶ Refer to the reading to complete the outline below.

- 1 Main Idea of the Passage: _____
- 2 First Supporting Argument: *The zebra's stripes create an optical illusion that tricks predators.* _____
- 3 Second Supporting Argument: _____

- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

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

- 2 What purposes other than those mentioned in the passage might the stripes serve?

Vocabulary

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

ineffectual (*adj*)

not having produced the proper or intended effect; useless
Our strongest weapons were ineffectual against the alien.

imminent (*adj*)

expected to happen soon
As the bomber jets flew overhead, I knew an attack was imminent.

prey (*n*)

an animal hunted and killed for food
This year saw fifty-nine tigers falling prey to hunters who captured them for their skins.

go [in] for the kill (*exp*)

to prepare to defeat someone completely when he or she is already in a weak position
Wait until your opponent is weakened before you go in for the kill.

be thrown off (*phr v*)

to become confused; not to be able to follow
The detective was thrown off the killer's trail when he was no longer able to find any new clues.

mono-colored (*adj*)

having only one color
Bulls are mono-colored animals while cows are usually multicolored.

confound (*v*)

to cause to become confused or puzzled
The patient's sudden recovery confounded doctors.

in plain sight (*exp*)

to be out in the open
The suspect was able to avoid capture by hiding in plain sight.

potential (*adj*)

capable of being but not yet existing
The plan has been delayed due to potential problems with the funding.

preemptive (*adj*)

designed or having the power to prevent an expected situation or occurrence
To prevent serious destruction from occurring, we must launch a preemptive strike against our enemy.

Listening



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

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Note-Taking ▶ Refer to the listening to complete the outline below.

- 1 Main Idea of the Lecture: _____

- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: *The stripes do not confuse predators anymore.* _____
- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 In what ways does the professor refute the points made in the reading?

- 2 What examples does the professor provide to support her arguments?

Tandem Note - Taking ▶

Refer to the outlines for the reading and listening to complete the side-by-side notes below. Include only the three points from the reading and listening that clearly contradict each other.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Scaffolding

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

The passage and the lecture both discuss...

In the lecture, it is argued that... This contradicts the reading passage's claim that...

The professor begins by stating that...

This refutes the passage's claim that...

Next, the instructor mentions that...

This is supported by the findings of zoologists, who found that...

The lecturer notes that... and concludes that...

This calls into question the idea that ... as was suggested in the reading passage.

Writing



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

Writing Guide

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

24

First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

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

The passage and the lecture both discuss the purpose of the zebra's stripes. In the lecture it is argued that the zebra's stripes do not serve a clear purpose. 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. She 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 refutes the argument made in the reading passage that the stripes create an optical illusion that causes predators to attack prematurely.

Next, the lecturer mentions that the stripes do not confuse predators. 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. This contradicts the reading passage's claim that the zebra's stripes confuse predators.

Finally, the instructor explains that zebras generally do not hide. This is because zebras usually stay in open plains where they can spot predators from far away. This calls into question the idea that the zebra relies on its stripes as camouflage to avoid predators, as was suggested in the reading passage.

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

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 List some of the transitions the writer used on the lines below.

Revising ▶ Use the guided sample response to help you revise your own response on the previous page. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The lecturer present an option different then the reading passage. That said the strips are protect from the prediters. This is what most people think of the zebra strips.

However, the listening said other wise.

Firstly, the zebra does not attacked by being leap. So their strips is not efficitve as stopping the attack. Usually, the attack is across a plane, until the zebra has fatigue. But the reading passages it was said different.

Secondly, the zebra strips are'nt that confusing. What this means is that the preditors can tell the zebras from another. It also said the lions hunt the monocolor animals as well. This is unlike the article.

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 prediters themselves. However, also the prediter can see them, so it can be made dangerous. Like was said before, the stripes assit to hide the zebra in the grass.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization						
Unity				✓		
Language Use						

Final Score _____

Critical Analysis ▶ Which body paragraph does not connect the points between the reading passage and lecture?

- Ⓐ Body paragraph 1
- Ⓑ Body paragraph 2
- Ⓒ Body paragraph 3

Independent Writing

The Twentieth Century's Most Memorable Change



The twentieth century saw great change. In your opinion, what is one change that should be remembered about the twentieth century? Use specific reasons and details to explain your choice.

Generating Ideas

Explain how each of the following events and developments changed the world. Plan an answer for the option you are most comfortable with writing about.

Idea Box

- the airplane and the automobile
- environmentalism
- World Wars I and II
- the Internet
- radio, television, and CDs
- the Civil Rights Movement
- the Great Depression
- blues, jazz, rock and roll, rap, and other modern music
- the Green Revolution
- advances in personal technology such as the refrigerator and the washing machine
- globalization, homogenization, and Americanization
- exploration of outer space
- changing family structures and gender roles

Developing Ideas

Having examined the events and developments above, which one do you feel most comfortable developing into an essay?

Opinion:

Reason 1:

Reason 2:

Reason 3:

Planning



Use the outline to plan your response to the following: The twentieth century saw great change. In your opinion, what is one change that should be remembered about the twentieth century? Use specific reasons and details to explain your choice.

Thesis Statement

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

Scaffolding

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

Countless developments were made in numerous fields, but it is the... that occurred in the twentieth century that will be most remembered.

In the twentieth century... changed the way we...

As new developments in... emerged, the way people... changed...

Many of these same... also changed the way we...

During the 1950s, the widespread popularity of...

For these reasons, the twentieth century will be remembered as...

While there were many profound advances, it is the changes in... that will be...

Writing

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

Writing Guide

The twentieth century saw great change. In your opinion, what is one change that should be remembered about the twentieth century? Use specific reasons and details to explain your choice.

First Paragraph

State and discuss
thesis

Second Paragraph

First main
supporting idea

Supporting detail

Example

Third Paragraph

Second main
supporting idea

Supporting detail

Example

Fourth Paragraph

Third main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

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

Vocabulary

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

countless (*adj*)

too numerous to be counted

Countless events and experiences shape people over the course of their lifetime.

toil (*v*)

to work hard; to labor with slow progress

The group of hikers toiled up Mount Everest, braving the elements all the while.

pesticide (*n*)

a chemical used to kill pests, especially insects

Organic vegetables are grown without the use of pesticides.

dexterity (*n*)

skillfulness in the use of the hands or body

In addition to a deep understanding of the human body, surgeons need great dexterity.

nascent (*adj*)

coming into existence; emerging

Many companies are hurrying to become a part of the nascent green consumer market.

give rise [to] (*phr v*)

to cause something to exist

His difficult childhood gave rise to the emotions he expressed in his writing.

junkie (*n*)

a person who is enthusiastic about something

My brother is a real sports junkie; he goes to every game that he can.

indelible (*adj*)

impossible to remove; unable to be forgotten

My first kiss is one of my many indelible memories.

The twentieth century saw great changes. In the span of 100 years, more developments occurred than in the entire course of human history up to that point. Among all of 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. At the end of the nineteenth century, most people toiled in unsafe factories or on small farms. Twentieth-century technology changed this. 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. As the century progressed, advances in communication and travel technology prompted a shift toward jobs requiring knowledge instead of manual dexterity. 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. At the start of the twentieth century, the vast majority of people worked in blue-collar jobs. At the end of the century, white-collar jobs had become the norm.

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

The twentieth century will be remembered as a time of great change. And while advances in other fields were profound, it is the changes in technology from the twentieth century that have left an indelible mark on the human race.

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

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

Revising ▶ Use the guided sample response to help you revise your own response to the question. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The 20 century had many change. Some of the things were good, and some of the things were bad. But one think I believe was good was environmentalism movement. Of all changes, environmentalism movement will be most remembered by the people in future.

In the time before, people did not care about environment. The companies produce much amounts of waste that they dumped where ever they wanted. They did not consider the consequence of their action. This created much pollution and made people become sick too often. Consider about the cities of that time. For instance, new york had manure all over the streets so people had fithy conditions to live in. This uncaring about environment created the calamaty and people began to notice. By the time

of the 20 century, more people begin to take care of the environment.

In the 20 century, people finally started care about environment. People could see consequences of dump waste and felt like a change was needed. Then greenpeace and kyoto protocol was made; Greenpeace protects environment by cleaning up waste spills and kyoto protocol reduce the pollution form exhaust. These things were the first step to making the environment better for every one. But it wasn't enough.

Now private people take the imitative to protect the environment by using green products and driving cars that use fewer gasoline. They know environment is our life's blood and that was can not destroy it. There is no other planet like earth so we have to subsist our lives here. Although in the future maybe we can move to another planet. People get products that are safe for environment and using the public transportation. All these things reduce the pollution. People today still do this and in the future they will also do this.

Many things happened in the 20 century. As I explained in this essay, environmentalism movement was the most memorable change of the 20 century.

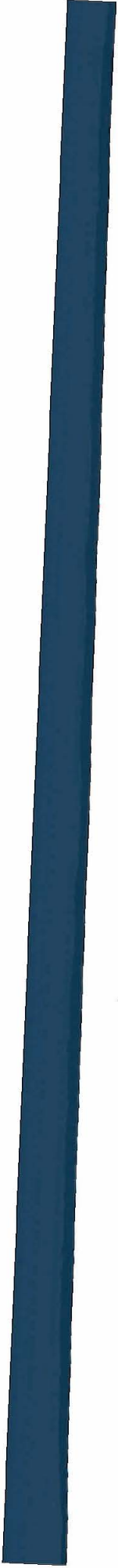
Evaluation ► Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization		✓				
Unity						
Language Use						

Final Score _____

Critical Analysis ► Which of the following arguments could be added to strengthen the response?

- Ⓐ Some critics question whether international agreements such as the Kyoto Protocol have actually proven effective.
- Ⓑ This trend has continued today with environmentally friendly products such as hybrid cars and organically grown vegetables now commonplace.
- Ⓒ Environmental issues still plague developing nations such as China and Brazil.



Part B

Chapter 12

- **Integrated Writing**
Psychology
- **Independent Writing**
Traveling Is Better with a Tour Guide

Vocabulary

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

overindulgence (*n*)

the act of satisfying a desire or habit to excess
Overindulgence is nearly always unhealthy.

phenomenon (*n*)

any state or process known through the senses rather than by intuition or reasoning
Hurricanes, earthquakes, and tidal waves are all natural phenomena.

manifest (*v*)

to reveal a presence or to make an appearance
The main character's true intentions did not manifest themselves until the end of the book.

involuntary (*adj*)

acting or done without or against one's will
Some of your body's involuntary actions include blinking and breathing.

anxiety (*n*)

a feeling of great uneasiness or concern
I always feel anxiety before giving a speech in front of a large group of people.

merely (*adv*)

nothing more than that; only
This is not a serious problem but merely an inconvenience.

indulge (*v*)

to yield to; to satisfy a craving
Feel free to indulge yourself in our selection of fine wines and cheeses from around the world.

conflict (*v*)

to be in or come into opposition; to differ
We can never agree about anything because her opinions always conflict with mine.

interpersonal (*adj*)

of or relating to the interactions between individuals
Managers must have good interpersonal skills.

Reading

Read the passage carefully. Be sure to take notes in the margins about the main ideas and supporting examples from each of the body paragraphs. You have 3 minutes to read.

For many people, watching television can be a relaxing and enjoyable way to spend time. However, as with all pleasurable activities, there is the potential danger of overindulgence. Television addiction is a well-documented phenomenon that has numerous serious side effects.

The problems associated with television watching manifest themselves after prolonged viewing. People who watch television 28 hours or more per week show symptoms similar to those of patients suffering from clinical gambling addiction. Heavy watchers claim that their viewing is involuntary and find it difficult to replace television watching with more productive activities in spite of being aware of the damage their viewing behavior causes to their lives. For these people, watching television is a self-perpetuating habit that cannot be easily broken.

Studies have also shown that heavy watchers suffer from emotional problems. Psychologists have found that these people turn to television in order to alleviate feelings of loneliness and anxiety. However, watching television does not act as a substitute for real-life experiences but merely serves as a temporary distraction from these negative emotions. Whenever the television is taken away, heavy viewers suffer from withdrawal

Margin
Notes

symptoms, including nervousness and irritation, and they often describe feelings of discomfort and boredom.

Television addiction affects not only the viewer but also his or her friends and family. People around those who indulge in excessive amounts of television viewing describe these people as addicts. These claims are supported by research, which shows that heavy viewers are generally physically and emotionally withdrawn and much less likely to participate in social activities. They will often arrange their personal schedules so that they do not conflict with their viewing schedule. As expected, this extreme devotion to television often damages real-world interpersonal relationships.

Glossary

clinical (*adj*)

involving or based on the direct observation of patients

withdrawal symptom (*n*)

a physical or emotional problem that occurs when an addict stops using the substance to which he or she is addicted

Note - Taking ► Refer to the reading to complete the outline below.

- 1 Main Idea of the Passage: _____
- 2 First Supporting Argument: *Heavy television watching causes symptoms similar to clinical gambling addiction.* _____
- 3 Second Supporting Argument: _____
- 4 Third Supporting Argument: _____

Critical Thinking ► Consider the following questions. Answer them in complete sentences.

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

- 2 What is flawed about the argument presented in the second body paragraph?

Vocabulary

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

hold water (*exp*)

to stand up to critical examination

*I am sorry, but your arguments simply do not hold water.***unwind** (*v*)

to become free of nervous tension; to relax

*My father always liked to unwind before dinner by having a glass of wine.***passive** (*adj*)

not active; acted upon

*His passive attitude made it easy to influence his opinion.***crave** (*v*)

to have an intense desire for

*Whenever I travel, I always crave my mother's cooking.***establish** (*v*)

to prove the truth of

*The attorneys were able to establish the innocence of their client.***correlation** (*n*)

a logical or natural association between two or more things

*Just because there is a correlation between winter weather and getting a cold does not mean that one causes the other.***jury is still out** (*exp*)

a decision has not been reached on someone or something

*The jury is still out on the question of building a new student dormitory.***address** (*v*)

to deliver a speech

*The president failed to address the financial crisis in his speech this afternoon.***narrow** (*adj*)

limited in scope or understanding

*In ancient times, people had a narrow view of the world.***consensus** (*n*)

an opinion or position reached by a group as a whole

By the 1960s, doctors had reached a consensus that smoking causes cancer.

Listening



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

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Note-Taking ▶ Refer to the listening to complete the outline below.

- 1 Main Idea of the Lecture: _____

- 2 First Supporting Argument: _____

- 3 Second Supporting Argument: *People are naturally anxious whenever something they like is not around.*
- 4 Third Supporting Argument: _____

Critical Thinking ▶ Consider the following questions. Answer them in complete sentences.

- 1 In what ways does the instructor refute the points made in the reading?

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

Tandem Note - Taking

Refer to the outlines for the reading and listening to complete the side-by-side notes below. Include only the three points from the reading and listening that clearly contradict each other.

Reading

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Listening

Main Idea

First Supporting Argument

Supporting Detail

Second Supporting Argument

Supporting Detail

Third Supporting Argument

Supporting Detail

Scaffolding

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

The reading passage and lecture both deal with...

The lecturer casts doubt on the idea of... therefore going against the arguments presented in...

First, the professor states that...

This challenges the reading's assertion that...

Furthermore, the instructor says that...

These arguments contradict those in the reading passage, which contends...

Finally, the lecturer discusses...

This calls into question the arguments presented in the reading passage that...

Writing



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

Writing Guide

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

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First Paragraph

State and discuss
thesis

Second Paragraph

First main idea
from lecture

Supporting detail

Contradiction
from reading

Third Paragraph

Second main idea
from lecture

Supporting detail

Contradiction
from reading

Fourth Paragraph

Third main idea
from lecture

Supporting detail

Contradiction
from reading

Fifth Paragraph

Conclusion
(optional)

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

The reading passage and lecture both deal with the issue of television addiction. The lecturer casts doubt on the idea of television addiction. 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. 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. These points refute the reading passage's claim that watching television leads to addiction symptoms that disrupt people's lives.

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. Additionally, researchers have yet to establish a correlation between television watching and depression. These arguments contradict those in the reading passage, which contends that people turn to television in order to alleviate feelings of loneliness and anxiety.

Finally, the lecturer delves into the confusion over the word addiction. 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. This calls into question the reading passage's argument that all heavy viewers are emotionally withdrawn addicts.

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

- 1 Underline the topic sentence in each paragraph.
- 2 Double underline the sentences that refer to the listening.
- 3 List some of the transitions the writer used on the lines below.

Revising ▶ Use the guided sample response to help you revise your own response on the previous page. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

The listening and the reading both talk about television addiction. While the reading says that television addiction has numerous side effects the listening goes against this.

First of all, the reading says that people who watch more than 28 hours of tv each week have addiction symptoms similar than gambling addiction and heavy watchers have hard times being productive. However the listening refutes this saying that television has many benefits, like getting rest and reducing stress.

Next, the listening talked about the negative emotions that television causes. It said that missing television causes negative emotions, and this is unlike the reading, where it said heavy television viewing creates feelings of loneliness and anxiety. It also said that viewers suffer withdrawal symptoms when the tv is not around.

Finally, the lecturer mentions that people are confused about the word addiction. She said that most people think addiction is something you enjoy, however pyschologists only use the word in a clinical meaning. The reading, on the other hand, explains that people who watch a lot of tv are addicted and have lots of problems. Though the listening differs again and illustrates that there is no clear idea of whether tv addiction is for real.

In conclusion, the reading argues that tv addiction is a serious problem, however the reasons given in the lecture above show that this might not be the truth.

Evaluation ▶ Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization						
Unity						
Language Use	✓					

Final Score _____

Critical Analysis ▶ Which of the main body paragraphs does not develop the points made in the lecture?

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

Independent Writing

Traveling Is Better with a Tour Guide



Do you agree or disagree with the following statement? It is better to travel in a group with a tour guide than to travel alone. Give specific reasons and examples to support your answer.

Generating Ideas

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

Idea Box

- 1 How can traveling in a group be more efficient than traveling alone?
- 2 How can traveling with a tour guide be safer?
- 3 In what ways can traveling with a tour group led by a tour guide be more interesting?

A Agree:

Reason 1:

Reason 2:

Reason 3:

Idea Box

- 1 How can traveling in a tour group be a more limiting experience?
- 2 How does traveling with a tour guide lessen the sense of adventure?
- 3 How can traveling as part of a tour group be less relaxing than traveling by yourself?

B Disagree:

Reason 1:

Reason 2:

Reason 3:

Developing Ideas

Having examined the two options, which do you feel more comfortable developing into an essay?

Planning

Use the outline to plan your response to the following: Do you agree or disagree with the following statement? It is better to travel in a group with a tour guide than to travel alone. Give specific reasons and examples to support your answer.

Thesis Statement (Agree / Disagree)

First Supporting Idea

Supporting Example

Second Supporting Idea

Supporting Example

Third Supporting Idea

Supporting Example

Conclusion

Scaffolding

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

For these reasons, I agree/disagree with the statement that...

For one, traveling in a group allows you to...

Instead of having to wait in line, you can simply...

Tour groups usually only visit tourist hotspots, meaning that...

You never have to worry about... when you are with...

Traveling independently allows you to...

Although... might be better for some people, traveling in tour groups/alone is...

Writing

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

Writing Guide

Do you agree or disagree with the following statement? It is better to travel in a group with a tour guide than to travel alone. Give specific reasons and examples to support your answer.

First Paragraph

State and discuss
thesis

Second Paragraph

First main
supporting idea

Supporting detail

Example

Third Paragraph

Second main
supporting idea

Supporting detail

Example

Fourth Paragraph

Third main
supporting idea

Supporting detail

Example

Fifth Paragraph

Conclusion

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

Vocabulary

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

exotic (*adj*)

from another part of the world; foreign

The greenhouse is home to several exotic tropical plants.

itinerary (*n*)

a route or planned route of a journey

The first stop in our itinerary is England, and then we will go to France and Germany.

destination (*n*)

a place where a person or thing is being sent

You will be notified via email when your package arrives at its destination.

limited (*adj*)

restricted in some way

Knowledge is limited. Imagination encircles the world.

firsthand (*adj*)

received from the original source; direct

You should only trust news that you hear firsthand.

hassle (*n*)

trouble; annoyance

Going to the post office is one of my least favorite activities because it is such a hassle.

Going on vacation is a great opportunity to visit exotic locales and to experience foreign cultures. But it can also be a time-consuming and stressful experience, especially when traveling abroad. 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. This is because tour groups follow pre-planned itineraries that are designed for both maximum pleasure and efficiency. Such was the case when I visited Hong Kong. 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. I also did not have to worry about transportation because my tour group was taken around the city on our own tour bus. Thanks to my tour guide, I was able to take in most of the sights in Hong Kong even though I was only there for a limited amount of time.

Another benefit of traveling in a tour group is that it makes vacationing safer. As a visitor in a foreign country, there is a greater risk for potential problems to occur. When you travel with tour guides, who are knowledgeable about the local area, language, and customs, you mitigate this risk. This was definitely true when I visited Vietnam. There, I was hiking up a mountain when I tripped on some rocks and broke my ankle. 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. However, since I was with a tour guide, I was able to get the help I needed quickly and without any problems.

For adventurous people who want to experience all aspects of a foreign culture firsthand, traveling alone is best. 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.

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

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

Revising ▶ Use the guided sample response to help you revise your own response to the question. Be sure to incorporate specific vocabulary and phrasing from the guided sample response.

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

travelling can be a lot of fun. it can be hard to. since this many people think it better to have travel guide to guide them. but i don't think this. so i disagree with the sentence above because you lose adventure, it is less exotic and it isn't too relaxing.

first thing is you lose the adventure. your trip is less excitement. there are reason for this. since you don't do things alone you don't know about the local costoms. this means the vacation is less interesting. i think vactions should be alot of excitement, but the tour guide makes it less. but when you

go to the place by your self, it can have more adventure.

also travelling with the tour guide is less exotic. this happens because you don't travel any where special. one time i went to veitnam. there i went to many places in the tour group, but these places weren't exotic. they were just the average place in the city. going on the tour group didn't see me anything interesting. like the buildings in that place. so i feel very sorry for that trip. if i travel alone i would have more exotic and exciting trip. these things are too important when you vaction.

thirdly the vocation has more relaxing when travel alone. in order words, when you travel with tour group you don't have the time to rest. this is because of many reason. the tour group must hurry, so you can't relax. also, their schedule. it has to be on time or else the others get angray. my friend want to the vaction 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. he had to come home and take a rest. so for this the alone vaction is better.

at conclusion, i have travel many time. some times it was fun with tour group. most of times it was not too fun. as i explain in this essay going alone to the vacation has the greater benefits.

Evaluation ► Grade the response using the grid below. A place to take notes has been provided.

Score	5	4	3	2	1	Notes
Development						
Organization						
Unity				✓		
Language Use						

Final Score _____

Critical Analysis ► Where could the following sentence be added to strengthen the response?

You rarely have the opportunity to interact with the locals or to learn some of their language.

- Ⓐ Body paragraph 1
- Ⓑ Body paragraph 2
- Ⓒ Body paragraph 3

Part C

Experiencing
the TOEFL® iBT

Actual Tests

27

Writing Section Directions



Make sure your headset is on.

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

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

Now listen to the directions for the first writing task.

Writing Based on Reading and Listening Directions

For this task, you will first have 3 minutes to read a passage about an academic topic. You may take notes on the passage if you wish. The passage will then be removed and you will listen to a lecture about the same topic. While you listen, you may also take notes.

Then you will have **20 minutes** to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does **not** ask you to express your personal opinion. You will be able to see the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words long. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. If you finish your response before time is up, you may click on **Next** to go on to the second writing task.

Now you will see the reading passage for 3 minutes. Remember it will be available to you again while you are writing. Immediately after the reading time ends, the lecture will begin, so keep your headset on until the lecture is over.



In recent years, increased environmental awareness has led various towns throughout the world to outlaw the use of plastic shopping bags. For several reasons, these plastic bag bans cannot be sustained in the long term.

First, plastic bags are the most efficient and cost-effective packing solution available. A single plastic bag weighs only six grams yet is capable of holding a thousand times its own weight. On top of that, producing one plastic bag costs just two to three cents. Paper bags, on the other hand, cost five to ten cents to produce. This makes them cost prohibitive for many companies and retailers. More critically, paper bag production results in serious environmental problems, including deforestation and air pollution.

Another benefit of plastic shopping bags is the fact that they are renewable. Recent advances in technology allow the bags to be recycled more easily than ever before. In addition to being turned into new shopping bags, plastic bags can be recycled into plastic lumber products such as sub-laminate flooring, park benches, picnic tables, and patio decking. These products offer several advantages over their wood-based counterparts in that they do not rot or splinter, are slip resistant, ward off pests, and can be recycled again.

Finally, a local ban on plastic bags simply will not work. Although plastic bags may be banned in one city, they will still be available in other cities with different laws. Therefore, people will still be able to use plastic bags from different areas, which therefore renders any local bans ineffectual. Eventually, citizens of towns that prohibit plastic bags, knowing that people in neighboring communities can still use them, will become angry and demand the abolishment of the plastic bag law.

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

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

30

In recent years, increased environmental awareness has led various towns throughout the world to outlaw the use of plastic shopping bags. For several reasons, these plastic bag bans cannot be sustained in the long term.

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Copy Cut Paste

Word Count : 0

TOEFL[®] MAP

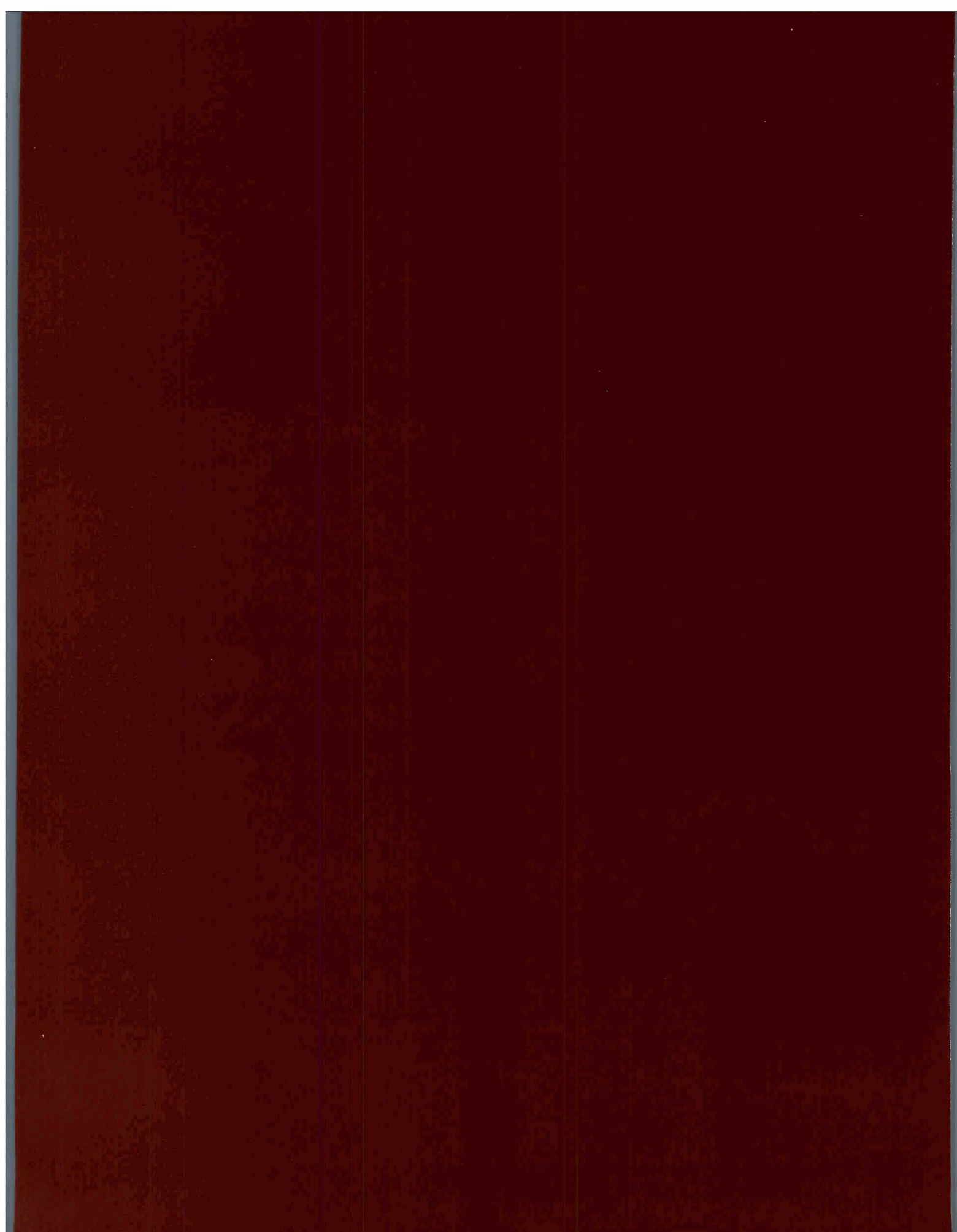
Writing

Jonathan S. McClelland
Shane Spivey

SCRIPTS AND
ANSWER KEY

Advanced

 DARAKWON



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

Page 22

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.

Page 31

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.

Page 34

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

Page 39

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.

Page 39

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.

Page 40

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

Page 55

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

- Underline the topic sentence in each paragraph.
 - I believe it is essential to consult with others when making important decisions.*
 - One of the strongest arguments in favor of consulting with others is the issue of impact.*
 - Impact is not the sole justification for consulting others, however; there is also the issue of gaining new perspectives.*
 - Finally, there is the issue of confidence.*
- Double underline the sentences that include supporting details.
 - I recently got married.*
 - This decision impacted not only my life but also the lives of my husband and our families.*
 - In this situation, I was not able to make a decision alone.*
 - 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.*
 - Even high-ranking leaders, such as the president of the United States, seek the opinions of others before making a decision.*
 - For instance, I once considered changing my career, but I was not confident that it was a wise decision to do so.*
- 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 CO ₂ emissions.	Third Supporting Argument The increase in CO ₂ levels as a result of human activity does not cause climate change.
Supporting Detail CO ₂ emissions doubled in past 50 years	Supporting Detail CO ₂ levels five times higher during time of dinosaurs; nature produces more CO ₂

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.

Page 105

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.

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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.

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

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

(C) In addition to preventing problems from spreading, aid from rich nations can help make all nations of the world prosperous.

(D) 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.

(A) When rich nations provided aid, the North Korean people were able to subsist.

(B) 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

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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**

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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

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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.

Page 136

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.

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

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Critical Thinking

Answers may vary.

- 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.
- 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

- Underline the topic sentence in each paragraph.
 - While the reading supports adopting American policies, the lecturer strongly opposes it.*
 - The professor begins by arguing that following American policies reduces the competitiveness of a company.*
 - The lecturer then argues that companies lose business by following American policies.*
 - The instructor concludes by arguing that companies that impose American work standards on foreign subsidiaries can alienate their foreign workforce and potential client base.*
- Double underline the sentences that refer to the listening.
 - 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.*
 - For example, one car company paid its Mexican workers the American minimum wage rather than the local minimum wage.*
 - By doing this, the company was not able to compete with other manufacturers and consequently had to move its production facilities elsewhere.*
 - 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.*
- 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

19

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...

Page 173

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.
Organization			✓			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.
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.*
- 3 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*

Page 227

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 vacation. 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**

Page 227

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

Page 233

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.

Page 234

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.

Page 242

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.

Page 243

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.

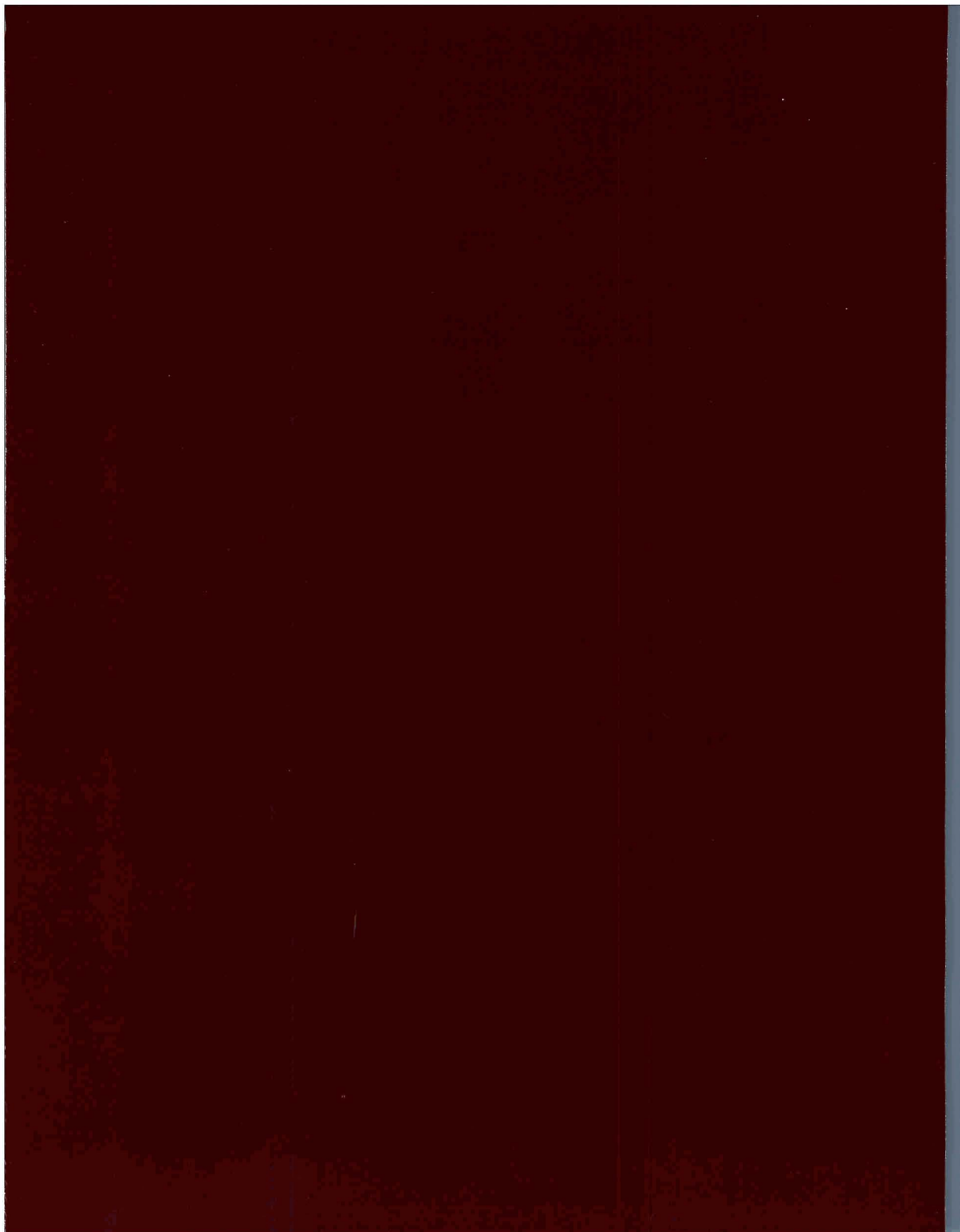
Task 2 | Strong Response

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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