

고득점으로 가는 최적의 토플 /BT 종합서

NEW EDITION

HOOKED ON TOEFL WRITING

LinguaForum

HOOKED ON TOEFL WRITING

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Foreword

/머리말/

토플교재로 명성을 쌓아온 링구아포럼에서 New Edition Hooked On TOEFL Writing을 출간하게 되었습니다. 본 교재는 기존의 Hooked on TOEFL Writing을 최신 경향에 맞게 전면 개정한 책입니다. 본 교재는 TOEFL 시험을 앞두고 있는 학습자가 효과적인 Writing을 위한 각종 기술을 익히고 기출문제와 유사한 실전 연습문제를 충분히 연습하여 고득점을 획득하는데 도움을 줄 수 있도록 구성하였습니다. 본 교재의 특징은 다음과 같습니다.

- 만점 수준의 **Sample Essay**를 제공합니다. 본 교재의 Sample Essay는 Native Speaker들이 작성한 비현실적인 에세이를 배제하고 실제 토플시험의 Writing part에서 만점을 받은 학생들의 현실적인 에세이를 기준으로 제공합니다.
- 충분한 실전 연습문제를 제공합니다. 통합형 23회분, 독립형 23회분의 충분한 연습문제를 제공하여 실제 시험 전에 연습을 충분히 할 수 있도록 합니다.
- **Agree/Disagree** 문제 유형은 찬성과 반대 양쪽 모두에 대한 **Sample Essay**를 제공합니다. 기존의 타 출판사 교재들은 찬성과 반대 중에 임의로 어느 한쪽 입장의 에세이만 제시하여 그 반대 입장으로 글을 쓰고 싶은 학습자에게는 전혀 도움을 주지 못했습니다. 본 교재는 양쪽 입장 모두에 대한 Outline과 Sample Essay를 제공합니다.
- 최신 기출문제와 동일한 주제들을 다루고 있습니다. 본 교재에서 다루고 있는 주제들은 지난 3년간 실제 토플에 출제되었던 주제들로서 같은 문제를 반복 출제하는 토플의 경향에 비추어 볼 때 앞으로 토플에 다시 출제될 수 있는 가능성이 큰 주제만을 엄선해서 다루고 있습니다.

본 교재는 단기간에 *iBT Writing* 시험에서 고득점을 받으려는 학생들을 위해 집필되었습니다. Sample Essay의 구성과 형식이 실전 시험과 흡사한 본 교재의 연습문제로 충분한 연습을 할 경우 학습자들이 모두 원하는 결과를 얻을 수 있으리라 확신합니다.

LinguaForum Research Center
TOEFL *iBT Writing* 연구팀

Structure

/이 책의 구성과 특징/

| Diagnostic Test |

실전을 위한 본격적인 학습을 하기 전에 현재 자신의 실력 측정을 통해 자신에게 맞는 학습계획을 수립하기 위한 중요한 평가자료이다. Writing 시험에 출제되는 Integrated Writing 문제와 Independent Writing 문제로 구성되어 있다.

| Basic Writing Skills |

실전 수준의 교재이므로 불필요하게 자세한 설명은 배제하였지만, 효과적인 에세이를 작성하기 위한 기본적인 기술들은 빠짐없이 연습할 수 있도록 하였다.

| Guided Writing |

영어 실력이 좋고 일반적인 에세이는 잘 쓰지만, TOEFL Writing의 문제 유형에 익숙하지 않거나 TOEFL에서 고득점을 할 수 있는 에세이의 구조를 모르고 있는 학습자들에게 고득점에 도달할 수 있는 상세한 지침을 제공하였다.

| Practice Test |

“구술이 서말이라도 꿰어야 보배”라는 말이 있다. 교재 전반부에서 익힌 각종 기술과 지침들을 바탕으로 최근 3년간 토플에 출제된 주제들로 구성된 실전 연습문제로 충분한 연습을 할 수 있도록 하였다. 통합형과 독립형 각각 15회를 제공한다.

| Actual Test |

실전에 앞서 마지막 실력을 점검할 수 있도록 Actual Test 2회분을 제공한다. Actual Test는 실제 시험과 동일한 Internet based test의 환경을 제공하기 위해서 링구아포럼 출판사의 홈페이지에서 인터넷을 활용하여 시험을 볼 수 있도록 하였다.

| Appendix |

정확한 에세이를 쓰는 데 필요한 Writing Grammar, Punctuation 등과 인상 깊은 introduction을 쓰는 데 필수적인 영어 속담/격언 등을 수록하였다.

| Answer Key & Explanations |

교재에 나오는 문제들에 대한 해답뿐 아니라 교재에 수록된 모든 지문들에 대한 해석과 어려운 단어에 대한 정리 등을 제공하였다.

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Actual Test

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* 링구아포럼 웹사이트 (<http://test.linguaforum.com>)에서 교재 인증 절차를 거쳐 실제 시험과 같은 환경에서 연습할 수 있습니다.

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Answer Key & Explanations

Diagnostic Test

TOEFL Writing

Question 1 of 2

00:03:00



The greatest English writer to ever live is, without a doubt, William Shakespeare. His plays inspired countless other playwrights throughout the ages, and his poetry continues to inspire us today, 400 years after his death. However, some critics have recently argued that Shakespeare was not the real author of some of his plays, namely *Hamlet* and *Macbeth*. There are several reasons why scholars might believe this, though no one knows for sure.

First, there is the fact that Shakespeare belonged to the middle class and was not an especially wealthy man. An average man of his station would not have the fortune required to not hold a steady job while writing. In addition, books and other reference materials were very expensive during his time, and a man with his income and worth would likely not have the money that was required to purchase the books that influenced many of his plays.

Second, it should be noted that Shakespeare's name rarely appeared in the early published versions of the plays. This leaves scholars to wonder if Shakespeare was really the author at all. An author as celebrated as Shakespeare was in his time would have surely demanded that his name be printed on the published plays. However, this was not the case at all, a fact that casts doubt on the real authorship of some of Shakespeare's greatest works.

Finally, there is the issue of Shakespeare's death. When the great playwright died, he received no obituary in any of the printed media of the time. It would seem that someone as famous as William Shakespeare would have caused more of a stir upon his death. Strangely, this was not the case. When Shakespeare was dead, there was no obituary devoted to him. If he had been as famous as the history books say, many people would have dedicated obituaries to him.



MP3 1



**Now get ready
to answer the question.**

**You may use your notes
to help you answer.**

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

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

The greatest English writer to ever live is, without a doubt, William Shakespeare. His plays inspired countless other playwrights throughout the ages, and his poetry continues to inspire us today, 400 years after his death. However, some critics have recently argued that Shakespeare was not the real author of some of his plays, namely *Hamlet* and *Macbeth*. There are several reasons why scholars might believe this, though no one knows for sure.

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TOEFL Writing

Question 1 of 2

00:20:00

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

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

In twenty years, students will no longer use paper books.

Use specific reasons and examples to support your answer.

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Task 2

TOEFL Writing

Question 2 of 2

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HOOKED ON TOEFL WRITING

Integrated Writing

- Overview
- Basic Skills
- Guided Writing

L • I • N • G • U • A • F • O • R • U • M • H • O • O • K • E • D • O • N • T • O • E • F • L • W • R • I • T • I • N • G

PART

I

Overview

Writing is the first task of iBT writing section. The purpose of this task is to evaluate the test-takers' ability to write an essay integrating information from both reading and listening passages. Both the reading and listening passages deal with the same topic, but their perspective is different. The most common question type is the cast-doubt type. In this question, a writer makes an argument in an approximately 300-word reading passage, while the professor in the lecture casts doubt on the writer's argument. The process of responding to the integrated writing task includes the following three steps.

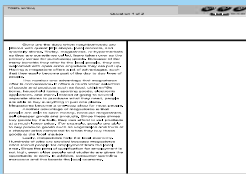
Question Phrasing

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

3 Steps

STEP 1

Read the Reading Passage



1. An approximately 300-word reading passage will be presented.
2. Reading time is 3 minutes, and the reading passage will disappear when you listen to the listening passage.



STEP 2

Listen to the Lecture

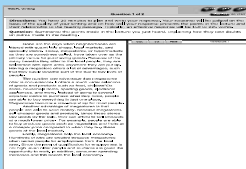


1. A lecture will be given for about 2 minutes.
2. The reading passage will disappear while the lecture is being given.



STEP 3

Write an Essay



1. You will be given 20 minutes to complete an essay.
2. The reading passage will reappear while you are writing an essay.

/BT 120 Strategies for Integrated Writing Task

1 Summarize the listening passage.

Summarize main ideas and details from the listening, but only main points from the reading passage.

2 Write as much as possible.

Forget about the 150-225 word limit in the writing direction. In reality, most people who received a perfect score on the TOEFL integrated writing task wrote 290-300 words.

3 Write grammatically.

Native markers find your grammatical errors at a glance. Numerous grammatical errors result in a low score.

4 Do not copy from the reading passage.

You should paraphrase the sentences appearing in the reading passage.

5 State clearly where your information comes from.

State whether your writing is based on the reading or the listening.

Markers want to know exactly where your information comes from.

6 Take notes in your native language.

You cannot write down English words quickly. To write as much information as possible in your notes, summarize the listening passage in your own language except for proper nouns.

7 Read the reading passage carefully.

In the real /BT, the reading passage includes almost the same information as the listening passage, although their perspective is different. If you fail to hear some names and important facts from the listening passage, just refer to the reading passage. The exact opposite of the reading passage is the listening passage.

8 Do not spend too much time writing the introduction paragraph.

Every perfect score holder spends most of the writing time on creating great body paragraphs.

Complete the introduction within 2 minutes and save time for writing excellent body paragraphs.

To save time, you should make your own way of writing an introductory paragraph.

9 Do not write a conclusion.

The integrated writing task just requires you to summarize what you read and hear. You do not need to express your opinion on the subject.

A

Note-taking and summary skills for the reading passage

Overall Skills

1 Find three main points of the reading passage.

The main points are usually the topic sentences of three body paragraphs.
Topic sentences are generally the first sentence of each body paragraph.

2 Do not just copy the sentences appearing in the reading passage.

Try to paraphrase the sentences. The typical way of paraphrasing is to change the words and the word order of the original sentences.

3 Do not summarize the details.

The integrated writing tests focus on evaluating ability to summarize what you hear, not what you read.

4 Create your own template or format.

Make your own summary format, such as “According to the reading passage ...” or “The writer argues that ...”

Sample Exercise

❖ Read the following passage and write three main points.

One interesting concept in the area of educational psychology is called Goal Theory. This theory discusses what makes students motivated in order to achieve their goals in school. It argues that a student's motivation is directly influenced by several internal factors.

First, students are motivated by self-satisfaction. Rather than the idea of being recognized for a victory, students are more motivated to succeed if they feel a sense of fulfillment in their goal. For example, a student who joins a team competition gets more motivated by the feeling that he contributed to the team's win than by the win itself.

Furthermore, students are motivated to achieve their goals by the desire to master a task or a subject. They are not motivated by the external outcome, but rather by a desire to master or have control over specific knowledge. They will persevere and try to overcome challenges in order to master the task and learn from it. For example, a student who wants to study the Renaissance period is not motivated by the grades he will receive, but by his desire to learn more about history.

Finally, students are motivated by the task itself. They find the task worth pursuing, because the task requirements allow them to test their abilities and skills. It also gives them different kinds of challenges. They do not fear failure, because their motivation is not tied to the success of the task. For example, a student is challenged by his science project, not because he will get recognized for it, but because the task will test his knowledge and abilities in the field of science.

Note-taking

Topic	Goal Theory
Topic Sentence ❶	<i>Students are inspired by self-satisfaction.</i>
Topic Sentence ❷	<i>Students gain motivation to accomplish their goals by the desire to complete a task.</i>
Topic Sentence ❸	<i>The task itself stimulates students, not the success.</i>

Exercise > 1

❖ Read the following passage and write three main points.

Pluto has been known as the ninth planet of our solar system since it was discovered in 1930. Starting in the 1990s, however, much has been learned about Pluto and the other objects in the outer solar system. These discoveries have led some astronomers to question the classification of Pluto as a planet.

One point that has been raised is that Pluto is too small to be called a planet. The seven major moons in the solar system, including the Earth's moon, are all bigger than Pluto. UB313, an object discovered in January 2005, which, like Pluto, is found beyond Neptune, is also bigger than Pluto. UB313 is the largest object found since the discovery of Neptune in 1846, and because of its size, it may be labeled a planet soon. This discovery of UB313, a much bigger object, makes the status of Pluto as a planet questionable.

Another argument is that, unlike the other planets, Pluto has an icy surface. The inner four terrestrial planets, namely Mercury, Venus, Earth, and Mars, have rocky surfaces. The four gas giants, on the other hand, namely Jupiter, Saturn, Uranus and Neptune, all have deep atmospheres. Since Pluto does not fit in either classification, it is doubtful if it is really a planet. Rather than being a planet, Pluto may just be one of the thousands of icy-surfaced bodies orbiting beyond Neptune.

Lastly, Pluto cannot be called a planet because of its mass. Its mass is smaller than the total mass of all similar objects found around it. This sets it apart from all the other known planets. Mercury, for instance, might not be so big, but its mass is greater than all the other asteroids that are near it. The same is true for all the other planets.

Note-taking

Topic	Is Pluto really a planet?
Topic Sentence ①	
Topic Sentence ②	
Topic Sentence ③	

Exercise > 2

❖ Read the following passage and write three main points.

The Knights Templar occupy a unique place in Crusades history. The Templars were the first Christian warriors organized as an official part of the Catholic church. They were first formed to protect pilgrims traveling to the Holy Land after the First Crusade successfully returned Jerusalem to Christian control.

The Templars recruited members from the knightly warrior class that ruled Europe in the Middle Ages. These members were already highly trained warriors before entering the Templars, where they received further training. Members of the Templars generally joined the order while in Europe and were then transferred to the Holy Land, resulting in a mass transfer of manpower from Europe to the Middle East. The Templars needed constant recruitment to refresh their ranks due to losses in battle.

Like the monks in Europe at the start of the Middle Ages, the Templars followed strict rules designed to keep them away from sin. Knights entering the Templar order were expected to take a vow of poverty. In fact, the ban on material wealth was so strict that any Templar brother who was found with money on his person was expelled from the order. The Templars also followed a rigid diet. Finally, Templars were not allowed to marry and avoided contact with women.

The Templars were based in Jerusalem and played a vital role in the defense of the Holy Land. The strict rules made the Templars the most disciplined and effective military force in the region. While many of the secular knights who traveled to the Holy Land were primarily motivated by the promise of gaining treasure, the Templars were motivated by their faith, and thus their actions were primarily selfless. This meant that they were willing to take on missions that held little promise of profit, such as guarding pilgrims.

Note-taking

Topic	The Knights Templar
Topic Sentence ❶	
Topic Sentence ❷	
Topic Sentence ❸	

Exercise > 3

❖ Read the following passage and write three main points.

Moral considerations aside, bribery is largely seen as a damaging force in society. The word “bribe” can trace its roots back to medieval French, where it literally meant “a piece of bread,” and from then on, it took on several different meanings, ending up in its present connotation: a sum of money offered by one party to another party to influence a favorable outcome. Although some radical schools of thought may consider that the attitudes towards bribery are slowly becoming more positive, the majority of the world still looks down on it with common disgust. There are several reasons why bribery is seen as unjust, corrupt, and evil.

Firstly, by default, bribery will only serve the rich. This is the very principle which bribery is founded on. In situations where the rich and the poor compete (such as in a courtroom), the rich will always prevail. Proper procedure is shunned altogether as money becomes the sole deciding factor.

Also, in a society that openly practices bribery — or turns a blind eye to it — distrust in institutions will be instilled in people. This will in turn cause social unrest, and perhaps in some cases, even revolutions. Institutions such as the church, the justice system, or government in general are expected to be fair and unbiased — and (successful) bribery of these institutions alters public perception.

Lastly, since bribery assigns monetary value to a person’s decisions, favor, or judgment, humanity is hence treated as an object or as a commodity that can be bought. This view of human beings decreases — or entirely diminishes — one’s sense of honor and dignity, both equally important considerations in measuring one’s self-worth.

Note-taking

Topic	Bribery: a damaging force in society
Topic Sentence ①	
Topic Sentence ②	
Topic Sentence ③	

B

Note-taking and summary skills for the listening passage

Overall Skills

1 Listen carefully rather than taking notes.

You will fail to catch enough information from the listening passage if you pay too much attention to writing down what you hear.

2 Take notes in your own language.

Taking notes in your own tongue has two advantages. First, if you take notes in your own language, you can write twice as much as you do in English. Second, you can automatically paraphrase what you hear.

3 Refer to the reading passage.

If you fail to catch important words and names from the listening passage, do not worry too much. You can find almost all the important information from the listening passage in the reading passage. In the real *iBT*, the contents of both the reading and listening passages are almost the same, although their perspective is different.

4 Do not copy the sentences as they are in the listening passage.

Paraphrase the sentences as much as you can.

5 Create your own template or format.

Make your own summary format, such as “According to the lecture, the professor says that ...”

Sample Exercise

MP3 2

Note-taking

Topic	Language Extinction
Topic Sentence ❶	<i>Speakers adopt a new language and abandon the original one.</i>
- Supporting Detail	<i>In the case of the Oro-Win language, the speakers of the Oro-Win used their language less and less, and the language eventually died.</i>
Topic Sentence ❷	<i>When most of the speakers of a language die, the language also dies.</i>
- Supporting Detail	<i>In the case of the Ladino speakers, 160,000 died during World War II.</i>
Topic Sentence ❸	<i>If parents do not teach children their language, the language dies.</i>
- Supporting Detail	<i>In the case of Yiddish (Jewish), the older generation did not teach the young generations, so, the language died.</i>

Exercise > 1

MP3 3

Note-taking

Topic	Practices that damage the environment in getting food
Topic Sentence ❶	
- Supporting Detail	
Topic Sentence ❷	
- Supporting Detail	
Topic Sentence ❸	
- Supporting Detail	

Exercise > 2

MP3 4

Note-taking

Topic	Prison systems and the mentality behind the architectural design of prisons
Topic Sentence ①	
- Supporting Detail	
Topic Sentence ②	
- Supporting Detail	
Topic Sentence ③	
- Supporting Detail	

Exercise > 3

MP3 5

Note-taking

Topic	Ways of Communication
Topic Sentence ①	
- Supporting Detail	
Topic Sentence ②	
- Supporting Detail	
Topic Sentence ③	
- Supporting Detail	



Paraphrasing Skills

1 Use synonyms

He **declined** to **discuss** the details of his plans.

→ He **refuses** to **talk about** the details of his plans.

2 Change word forms

I would like you to **make a comparison** between the charts.

→ I would like you to **compare** the charts.

3 Change voice

You should not **take advantage of** such a naive person.

→ Such a naive person should not **be taken advantage of by** you.

4 Change word order

Before leaving for work in the morning, he always waters the plants.

→ He always waters the plants **before leaving for work in the morning**.

5 Use "It is ~ that ..." structure

Agriculture faces tremendous challenges in the years ahead.

→ **It is agriculture that** faces tremendous challenges in the years ahead.

6 Use double negatives

It is **legal** to convert music on CDs to mp3 files.

→ It is **not illegal** to convert music on CDs to mp3 files.

7 Change conjunction

After the author finished the last chapter, the book was ready for publication.

→ **Before** the book was ready for publication, the author finished the last chapter.

8 Change phrase into clause and vice versa

While John was studying at Harvard University, he learned three languages.

→ **During his years at Harvard University**, John studied multiple languages.

Exercise > 1

» Choose the better paraphrased sentence of the two sentences.

1 The director would like to place the focus on the message of the story, rather than on the characters and dialogue.

(A) Rather than place the focus on the message of the story, the director would like to place the focus on the characters and the dialogue.

(B) Rather than on the characters and the dialogue, the director would prefer focusing on the message of the story.

2 After the medical examination results are reviewed, the doctor needs to tell his patient the diagnosis.

(A) The medical examination results need to be reviewed before the doctor tells his patient the diagnosis.

(B) The doctor needs to tell his patient the diagnosis after the medical examination results are reviewed.

3 The candidate's decision to drop out of the election was questioned by the reporter.

(A) The candidate was questioned by the reporter regarding his decision to drop out of the election.

(B) The reporter questioned the candidate's decision to drop out of the election.

4 To determine who the winner of the singing contest should be, the audience's votes are added to the judges' votes.

(A) The audience's votes are added to the judges' votes to determine the winner of the singing contest

(B) The audience add their votes to the judges' votes in order to determine who the winner of the singing contest should be.

5 Even though the location of this house is bad, it is very expensive.

(A) The bad locaion of this house becomes a drawback.

(B) Despite the bad location of this house, it is very expensive.

Exercise > 2

❖ Paraphrase the following sentences, using the assigned paraphrasing skill.

- 1** Because the employees felt the sudden change was unfair, they opposed the management's decision to recognize the company. (Change word order)

- 2** For his inspiring work, the writer was presented with the most prestigious literary award in the country. (Change word order)

- 3** Various reasons on why the big-budget movie did not earn as well as expected were mentioned by the critics. (Change voice)

- 4** The doctors pointed out the need to purchase the latest high-tech medical equipment for the hospital. (Change phrase into clause)

- 5** The value of the property set by the real estate agents does not reflect the actual land value of the beachfront properties. (Use "It is ~ that ..." structure)

- 6** Scientists proclaim Albert Einstein as the most brilliant person of the 20th century for his contribution to science. (Change voice)

- 7** The manager asked his secretary to keep a handle on things in the office while he was away on an important business trip. (Change word order)

8 The principal called for an urgent meeting to discuss the decision of the board regarding the salary increase. (Change Voice)

9 Allowing students to eat off campus increases efficiency.
(Change word forms)

10 Online universities are inferior to traditional universities in regard to academics.
(Change word order)

11 Speed cameras relieve police officers of patrol duties.
(Use synonym)

12 Sulfur dioxide emissions contain chemicals that are dangerous to the human respiratory system.
(Use “It is ~ that ...” structure)

13 Both medicine and surgery are not unnecessary parts of curing serious illnesses.
(Use double negatives)

14 The decision to cultivate crops for fuel instead of food will inevitably lead to less production of many key staple crops. (Change phrase into clause and vice versa)

Guided Writing

Guided Writing 1

STEP 1 • Reading

In many areas, high school administrators are beginning to see the wisdom in allowing their students to leave the school grounds during lunch. Permitting students to eat lunch off campus has a number of advantages over the traditional approach of providing lunch in the school cafeteria.

First, allowing students to eat off campus increases efficiency. When students eat in the school cafeteria, the entire student body is served by a single kitchen staff. This results in a long line and lengthy wait times for students. When allowed to leave campus at lunch time, those students are dispersed to a number of local restaurants where they can be served with greater speed.

Second, the great majority of disciplinary problems that occur in a high school, especially fights, arise during lunch time. When students all eat in the school cafeteria, large sections of the student body are brought together in a small area at the same time. This is a recipe for confrontation. By allowing the students to leave campus, schools can avoid this volatile situation, and fewer discipline problems will occur.

Finally, allowing students to leave campus for a short time during the day creates a happier student body. Teenagers crave independence and resent the imposition of rules and authority upon them. Allowing them to make their own decisions concerning lunch, free from the supervision of teachers, gives students a sense of responsibility and independence that is quite beneficial for their emotional growth. Furthermore, students get a chance to leave campus for a short time, and return refreshed and ready to apply themselves to their afternoon classes with greater enthusiasm than they would have if they had to stay in school during the entire day.

Note-taking

Topic	Advantages of allowing students to leave for lunch
Topic Sentence ①	Allowing students to leave campus for lunch is very efficient.
Topic Sentence ②	(1) _____
Topic Sentence ③	Allowing students to make their own decisions about where to eat gives them a sense of responsibility and independence.

STEP 2 • Listening

MP3 6

Note-taking

Topic	Disadvantages of allowing students to leave for lunch
Topic Sentence ①	Restaurants with proper equipment are not located near schools.
- Supporting Detail ①	Few restaurants exist around schools.
- Supporting Detail ②	(1) _____ large numbers of customers at one time.
Topic Sentence ②	The potential for trouble increases.
- Supporting Detail ①	There is a possibility of (2) _____.
- Supporting Detail ②	Fights frequently occur in the cafeteria.
Topic Sentence ③	(3) _____.
- Supporting Detail ①	Greater stress is caused by the chaotic situation at outside restaurants.
- Supporting Detail ②	Students will be picked on by school bullies.

STEP 3 • Writing

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

TOEFL Writing



Introduction

Both the reading and listening passages deal with the same topic: (1) _____. However, their perspective is different. According to the reading, eating outside of campus has several (2) _____, while the professor (3) _____ the writer's idea.

Body

First, the reading points out (1) _____. However, in the lecture, the professor points out that allowing students to leave school grounds for lunch is actually a bad idea. He points out that (2) _____ : maybe three or four at most. He also points out that (3) _____, so when an entire school of students has to eat lunch at just a few restaurants, it creates a very chaotic situation.

In addition, the writer says that (4) _____. However, the professor points out that because of the lack of supervision off campus, the risk of disciplinary problems actually increases. He cites (5) _____ as one example of this. He also points out that (6) _____, they are quickly stopped by teachers. But outside of school, there is no one to stop a fight between students. Thus, allowing students to leave campus for lunch not only fails to reduce disciplinary problems, but also actually makes some problems more severe.

Finally, according to the reading, (7) _____. Moreover, students can return school refreshed after the lunch time off campus. However, the professor says that students often experience greater levels of stress when they leave campus for lunch because of (8) _____ and because of (9) _____. As a result, they return to school stressed out and less prepared to study. He also says that some students may feel isolated and withdrawn during lunchtime.

Useful Templates 1

Introduction

Both reading and listening passages deal with the same topic: *common topic*. However, their perspective is different. According to the reading, *common topic* has several advantages (or disadvantages), while the professor casts doubt on the writer's idea.

Body

First, the reading points out *topic sentence 1 of the reading passage*. However, in the lecture, the professor points out that *topic sentence 1 of the listening passage*. He points out that *supporting detail 1*. He also points out that *supporting detail 2*.

In addition, the writer says that *topic sentence 2 of the reading passage*. However, the professor points out that *topic sentence 2 of the listening passage*. He cites *supporting detail 1*. He also points out that *supporting detail 2*. Thus, *conclusion*.

Finally, according to the reading, *topic sentence 3 of the reading passage*. However, the professor says that *topic sentence 3 of the listening passage* because of *supporting detail 1* and because of *supporting detail 2*. As a result, *conclusion*.

Guided Writing 2

STEP 1 • Reading

These days it is easier than ever for people to get a college degree, due mostly to online universities. Previously, one had to find a college that was both close to home and affordable, but this is no longer the case. Students of online universities can take their classes over the Internet and complete assignments according to their own schedules. Unfortunately, graduates of online universities are often disappointed to find that many employers do not take these universities seriously.

Many employers think that online universities are inferior to traditional universities in regard to academics. One common perception is that the workload is not as heavy for students of online universities, and that the class assignments are easier. At an online university, students are sent assignments over email, and complete them on their own time by a certain date. This means they have little help from instructors and fewer opportunities to learn as they develop their assignments.

Employers may also believe that online university graduates lack appropriate social skills. At a traditional university, students interact with one another and with professors on a daily basis. This teaches students how to get along with their peers and superiors in a working environment. Such skills are very important in the work world. Online university graduates do not have these opportunities, leading employers to fear that the graduates may not have the interpersonal skills required by most jobs.

Another issue that concerns employers is academic honesty at online universities. They reason that because students take tests without the direct supervision of instructors, they are more likely to cheat or perform other dishonest actions. This means that students' final grades may or may not reflect their success in the class. Therefore, there is no way to know if the students have really learned what they should.

Note-taking

Topic	Many employers do not think highly of online universities.
Topic Sentence ①	Many employers think that traditional universities are superior to online universities in terms of academics.
Topic Sentence ②	Employers believe that online university graduates do not have interpersonal skills.
Topic Sentence ③	(1) _____

STEP 2 • Listening

MP3 7

Note-taking

Topic	The writer's argument is not always true.
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Topic Sentence ①	Employers can easily check on online universities' statistics and reputation by searching internet sites.
------------------	---

- Supporting Detail ①	Information provided by online universities is more accurate than that of traditional universities.
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- Supporting Detail ②	Information provided by traditional universities is (1) _____.
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Topic Sentence ②	Cyber university students learn online communication skills.
------------------	--

- Supporting Detail ①	These skills are necessary for working at (2) _____.
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- Supporting Detail ②	These skills compensate for lack of interpersonal skills.
-----------------------	---

Topic Sentence ③	(3) _____ _____.
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- Supporting Detail ①	There are several measures to ensure that cheating cannot take place.
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- Supporting Detail ②	Online tests are designed not to allow students to go back and change answers.
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STEP 3 • Writing

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

TOEFL Writing



Introduction

The common topic of both reading and listening passages is (1) _____. However, their perspective is different. The reading passage says that many employers do not think highly of online universities, while the lecture (2) _____ that the writer makes.

Body

The first point made in the reading is that (1) _____. On the other hand, the professor contradicts the writer's idea by asserting that employers can easily check on online universities' statistics and reputation by searching internet sites. In other words, (2) _____. Moreover, (3) _____, because traditional universities depend on less frequent and outdated information.

Another point that the reading emphasizes on is that (4) _____. However, the lecturer refutes this argument and claims that cyber university students can learn online communication skills. For example, online communication skills are as important as interpersonal skills in the workplace. (5) _____ and those multi-national companies require employees to have electronic communication skills. Therefore, (6) _____ by learning computer-oriented communication skills.

The last point of the reading is that (7) _____. On the contrary, the professor refuses to accept the writer's idea, by asserting that it is unfair to think that online university students are more likely to cheat on tests, without any evidence. To prevent cheating from happening, (8) _____. For example, online tests are designed (9) _____. In this way, online tests come to have the same validity as the traditional tests.

Useful Templates 2

Introduction

The common topic of both the reading and listening passages is *common topic*. However, their perspective is different. The reading passage says that *common topic* has several advantages (or disadvantages), while the lecture casts doubt on the argument that the writer makes.

Body

The first point made in the reading is that *topic sentence 1 of the reading passage*.

On the other hand, the professor contradicts the writer's idea by asserting that *topic sentence 1 of the listening passage*. In other words, *supporting detail 1*. Moreover, *supporting detail 2*.

Another point that the reading emphasizes is that *topic sentence 2 of the reading passage*. However, the lecturer refutes this argument and claims that *topic sentence 2 of the listening passage*. For example, *supporting detail 1*. Therefore, *supporting detail 2*.

The last point of the reading is that *topic sentence 3 of the reading passage*. On the contrary, the professor refuses to accept the writer's idea, by asserting *topic sentence 3 of the listening passage*. *supporting detail 1*. For example, *supporting detail 2*. In this way, *conclusion*.

Guided Writing 3

STEP 1 • Reading

Facial expressions express the underlying emotions of humans. That is, when a person is in an emotional state, it is expressed on his face. These facial expressions have several noticeable characteristics, such as universality, existence of basic expressions, and spontaneity.

These facial expressions are known to be universal; anywhere in the world, people cry when they are distressed, smile when they are pleased, and frown when they feel anger or contempt. Since the emotional reactions to different events are the same for everyone — grief about a death, happiness about a success or triumph — they are shown similarly through outward expressions, and they hold true for all humanity.

There are six basic expressions of emotion — happiness, sadness, anger, surprise, fear, and disgust — and the other expressions are derivatives of these. Charles Darwin suggested an interesting theory that these basic facial expressions are a way of adapting to the environment. Essentially, they are evolutions or imitations of animal expressions. The human sneer, for example, was adapted from fanged animals' teeth-baring snarls. Therefore, facial expressions are a product of evolution, and many human expressions are similar to those of primates, especially the great apes.

Facial expressions are also spontaneous and involuntary, and they are biologically motivated; that is to say, certain chemicals and muscular reactions prompt us to form specific facial expressions. Experiments performed on infants proved that they generally make a disgusted expression when they taste bitter foods, or smile when they taste something sweet, due to these stimuli. Furthermore, scientists believe that all the sensations, emotions, and thoughts are the by-products of chemical reactions and electric impulses in our brains. Certain chemicals in our body, such as phenethylamine (also found in chocolate), bring about neural activity that will cause us to invariably smile or get excited.

Note-taking

Topic	Characteristics of facial expressions
Topic Sentence ①	Facial expressions are universal.
Topic Sentence ②	(1) _____ _____
Topic Sentence ③	(2) _____ _____

STEP 2 • Listening

MP3 8

Note-taking

Topic	Professor refutes the reading.
Topic Sentence ①	Facial expressions vary from culture to culture.
- Supporting Detail ①	In East Asian and Southeast Asian cultures, embarrassment is expressed by smiling or laughing, while in Western cultures it is expressed through silence.
- Supporting Detail ②	In East Asian cultures, (1) _____, while in the West it indicates resignation or submission.
Topic Sentence ②	Facial expressions of people are a lot more than six, and they did not originate from animals.
- Supporting Detail ①	Researchers found more than (2) _____.
- Supporting Detail ②	Facial expressions are unique characteristics that only humans have.
Topic Sentence ③	(3) _____.
- Supporting Detail ①	The posed facial expressions are (4) _____.
- Supporting Detail ②	A remarkable example of posed facial expressions is (5) _____.

STEP 3 • Writing

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

TOEFL Writing



Introduction

The lecture talks about (1) _____ and, in doing so, contradicts much of the information that is related in the reading. Specifically, the lecture contradicts the reading on three major points: the universal nature of facial expressions, (2) _____ and (3) _____.

Body

First, according to the reading passage, (1) _____. However, the lecturer refuses to accept the writer's idea, by saying that facial expressions vary from culture to culture. For example, the professor uses the way that embarrassment is expressed as an example of this. In East Asian and Southeast Asian cultures, (2) _____, while in Western cultures it is expressed through silence. In East Asian cultures, a blank face indicates anger, while in the West it indicates (3) _____.

Second, the writer contends that (4) _____.

On the contrary, the professor says that facial expressions of people are a lot more than six, and they did not originate from animals. For example, researchers found more than (5) _____ by using a recently developed method called FACS, the Facial Action Coding System. Moreover, facial expressions are (6) _____ that only humans have. In other words, it is impossible for animals to perform complex movements with the chin, lip, cheek, eye, and brow muscles.

Finally, the reading passage claims that (7) _____. However, the lecture points out facial expressions are often contrived. In other words, facial expressions are intentionally produced, as can be seen in the term "posed facial expressions." The posed facial expressions are (8) _____. One remarkable example of posed facial expressions is (9) _____. Japanese often hide their negative feelings with smiles, masking their true emotions.

Useful Templates 3

Introduction

The lecture talks about *common topic* and, in doing so, contradicts much of the information that is related in the reading. Specifically, the lecture contradicts the reading on three major points: *topic 1* , *topic 2* and *topic 3* .

Body

First, according to the reading passage, *topic sentence 1 of the reading passage* .

However, the lecturer refuses to accept the writer's idea, by saying that

topic sentence 1 of the listening passage . For example, *supporting detail 1* .
supporting detail 2 .

Second, the writer contends that *topic sentence 2 of the reading passage* . On the contrary, the professor says that *topic sentence 2 of the listening passage* . For example, *supporting detail 1* . Moreover, *supporting detail 2* . In other words, *conclusion* .

Finally, the reading passage claims that *topic sentence 3 of the reading passage* .

However, the lecture points out *topic sentence 3 of the listening passage* . In other words, *supporting detail 1* . *supporting detail 2* .

Guided Writing 4

STEP 1 • Reading

Water fluoridation is the process of adding fluoride to public water systems. This fluoride addition has several advantages, such as tooth decay reduction, regulated fluoride level, and equal opportunity service.

Its main purpose is to reduce the occurrence of tooth decay in the general public. The fluoride is supposed to react with minerals in human teeth to make them harder and less soluble, which will help protect the teeth. Although water fluoridation is facing a lot of criticism, its supporters claim that it is just similar to fortifying salt with iodine, milk with vitamin D, or orange juice with vitamin C. It has been reported in some communities that the intake of fluoride decreases incidence of tooth decay. The greatest evidence of oral health improvement, so far, is found in people who have drunk fluoridated water since birth. Further studies on this show that teeth fluoridated in youth will continue to enjoy absolute health for years to come.

The fluoride used in water fluoridation is kept at a steady and regulated level, ensuring that the dose is safe for human consumption. Water fluoridation equipment guarantees this through an automated system. Thus, there shouldn't be any concerns about the possible over-ingestion or excessive intake of fluoride.

Tooth decay is a significant problem in many societies, especially those that are poverty-stricken. Poor dental health could be seen as a direct manifestation of poverty. Incidentally, statistics show that children from poor backgrounds experience five times more occurrence of tooth decay than those from higher social classes. In this manner, water fluoridation could be viewed as an equal-opportunity public-health service. It ensures that everyone will benefit from this process, regardless of class, race, or creed.

Note-taking

Topic	Advantages of water fluoridation
Topic Sentence ①	Tooth decay would be lessened because of fluoridation.
Topic Sentence ②	(1) _____ _____.
Topic Sentence ③	(2) _____ _____.

STEP 2 • Listening

MP3 9

Note-taking

Topic	Opposition to the reading
Topic Sentence ①	The writer's idea has no direct evidence.
- Supporting Detail ①	Many countries in Western Europe do not practice water fluoridation, but experience less incidence of tooth decay.
- Supporting Detail ②	(1) _____ does not automatically mean that someone will surely suffer from tooth decay.
Topic Sentence ②	The regulation of fluoride levels in water is questioned.
- Supporting Detail ①	The danger of (2) _____ is still there, even though the fluoride is regulated automatically.
- Supporting Detail ②	Some people drink more water than others, absorbing more fluoride.
Topic Sentence ③	(3) _____.
- Supporting Detail ①	When the water in a particular area is fluoridated, (4) _____.
- Supporting Detail ②	Water fluoridation deprives people of (5) _____.

STEP 3 • Writing

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

TOEFL Writing



Introduction

Both the reading and the listening passages are about (1) _____.
However, their perspective is different. The reading passage says that water fluoridation
(2) _____ maintaining healthy teeth in people, whereas the professor
(3) _____ the reading passage.

Body

To begin, according to the writer, (1) _____.
However, this contradicts the listening passage in that the writer's idea is not always right. For example,
many countries in Western Europe that do not practice water fluoridation are mentioned. These countries,
(2) _____, still experience less incidence of tooth
decay. If a person is lacking in fluoride, it does not mean that (3) _____.

Next, the writer also says that (4) _____.
However, the professor says that the regulation of fluoride levels in water
is also questioned. He says that (5) _____ is still there,
even though the fluoride is regulated automatically. This is because the amount of water being drunk by
people cannot be regulated. (6) _____,
especially people in hard jobs, like construction. As a consequence, they would also take in more fluoride
while they are drinking water.

Finally, the reading explains that (7) _____.
However, the speaker states that equal intake of water fluoridation may
cause an ethical problem. For example, when the water in a particular area is fluoridated,
(8) _____, whether they like to or not. This is not right,
because water fluoridation deprives people of (9) _____.
People should be able to choose whatever chemicals go into
their body, whenever they want them.

Useful Templates 4

Introduction

Both the reading and the listening passages are about *common topic*. However, their perspective is different. The reading passage says that *common topic* has several advantages (or disadvantages), whereas the professor totally refutes the reading passage.

Body

To begin, according to the writer, *topic sentence 1 of the reading passage*. However, this contradicts the listening passage in that *topic sentence 1 of the listening passage*. For example, *supporting detail 1*. *supporting detail 2*.

Next, the writer also says that *topic sentence 2 of the reading passage*. However, the professor says that *topic sentence 2 of the listening passage*. It says that *supporting detail 1*. *supporting detail 2*. As a consequence, *conclusion*.

Finally, the reading explains that *topic sentence 3 of the reading passage*. However, the speaker states that *topic sentence 3 of the listening passage*. For example, *supporting detail 1*. *supporting detail 2*.

Guided Writing 5

STEP 1 • Reading

Among the four types of handedness, right, left, mixed and ambidexterity, it is ambidexterity, or the ability to use both hands with equal facility, that is most valued. Ambidexterity has several advantages, such as more proficiency in various tasks, efficiency and brain growth.

First, ambidextrous people are the ablest performers of various tasks. In sports, for instance, ambidextrous basketball, hockey and tennis players could use either their left or right hand or side of the body to shoot or hit the ball. In baseball, an ambidextrous batter has a higher chance of hitting the baseball when it is thrown by an opposite handed pitcher. Ambidextrous people also perform better in activities that require skill in both hands, such as swimming, playing percussion or keyboard music, and even in surgery. In combat, ambidextrous individuals also have an advantage. If one of their hands were injured, they could continue to fight with their other hand.

Second, several popular ambidextrous figures in history have proven the benefits of ambidexterity in terms of efficiency. The artists Michelangelo and Leonardo da Vinci were both ambidextrous, and they painted with both hands, while the scientists Alexander Fleming and Albert Einstein solved difficult scientific riddles while switching their pens from the right to the left hand and vice versa.

Finally, one interesting effect of ambidexterity is that it makes the brain grow physically. This is because symmetrical coordination between the left and the right sides of the body requires a considerable amount of brain activity. Also, studies have shown that ambidextrous people are more emotionally independent, more determined, and more apt to handle problems without giving up.

Note-taking

Topic	Advantages of ambidexterity
Topic Sentence ①	(1) _____
Topic Sentence ②	(2) _____
Topic Sentence ③	(3) _____

STEP 2 • Listening

MP3 10

Note-taking

Topic	Ambidextrous people are not proficient at performing various tasks.
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Topic Sentence ① Ambidextrous people are not proficient at performing various tasks.

- Supporting Detail ① Ambidextrous people divide their proficiency between two hands.

- Supporting Detail ② According to a study of chimpanzees' termite-eating, ambidextrous chimpanzees
(1) _____.

Topic Sentence ② People like Michelangelo and Einstein are rare exceptions whose abilities cannot be attributed only to ambidexterity.

- Supporting Detail ① There should be (2) _____ that contribute to their efficiency.

- Supporting Detail ② In the case of chimpanzees, ambidextrous ones do not perform better than left- or right-handed ones.

Topic Sentence ③ (3) _____.

- Supporting Detail ① Ambidexterity can actually interfere with (4) _____.

- Supporting Detail ② Ambidexterity can result in neurological disorders such as (5) _____.

STEP 3 • Writing

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

TOEFL Writing



Introduction

Both the reading and listening passages deal with the same topic: (1) _____. The main idea of the reading passage is that ambidextrous people actually (2) _____ than left-handed or right-handed people, whereas the speaker (3) _____ the points presented by the reading passage.

Body

Above all, the writer claims that (1) _____. However, the professor opposes the writer's argument based on the assertion that ambidextrous people are not proficient at performing various tasks. For example, unlike left- or right-handed people, who have a preferred and therefore more specialized hand, (2) _____. Therefore, their proficiency is not on a par with right- or left-handed individuals. This argument is supported by the study of chimpanzees, the closest relatives to humans. According to a study of chimpanzees' termite-eating, right- or left-handed chimpanzees (3) _____ than the ambidextrous ones.

Second, as mentioned in the reading passage, (4) _____. However, the lecturer maintains that people like Michelangelo and Einstein are rare exceptions whose abilities cannot be attributed only to ambidexterity. There should be other factors that (5) _____. Moreover, in the case of chimpanzees, (6) _____ do not perform better than left- or right-handed ones.

Lastly, the writer contends that (7) _____. Moreover, ambidextrous people are more emotionally independent and determined. On the contrary, the professor points out ambidexterity may increase brain size and activity, but it can also (8) _____ the ability to learn. For example, it can result in (9) _____ such as dyslexia and dyscalculia, which are serious learning disabilities.

Useful Templates 5

Introduction

Both the reading and listening passages deal with the same topic: *common topic*. The main idea of the reading passage is that *common topic* has several advantages (or disadvantages), whereas the speaker argues against the points presented by the reading passage.

Body

Above all, the writer claims that *topic sentence 1 of the reading passage*. However, the professor opposes the writer's argument, based on the assertion that *topic sentence 1 of the listening passage*. For example, *supporting detail 1*. *supporting detail 2*.

Second, as mentioned in the reading passage, *topic sentence 2 of the reading passage*. However, the lecturer maintains that *topic sentence 2 of the listening passage*. There should be other factors that *supporting detail 1*. Moreover, *supporting detail 2*.

Lastly, the writer contends that *topic sentence 3 of the reading passage*. On the contrary, the professor points out *topic sentence 3 of the listening passage*, but it can actually *supporting detail 1*. For example, *supporting detail 2*.

HOOKED ON TOEFL WRITING

Integrated Writing

Practice Test

- Practice Test 1
- Practice Test 2
- Practice Test 3
- Practice Test 4
- Practice Test 5
- Practice Test 6
- Practice Test 7
- Practice Test 8
- Practice Test 9
- Practice Test 10
- Practice Test 11
- Practice Test 12
- Practice Test 13
- Practice Test 14
- Practice Test 15

L • I • N • G • U • A • F • O • R • U • M • H • O • O • K • E • D • O • N • T • O • E • F • L • W • R • I • T • I • N • G

PART

I