

BARRON'S

HOW TO PREPARE FOR THE

TOEFL[®]
ESSAY

2ND EDITION

Choose Barron's Method for Essay-Writing Success

- Read and understand the author's overview of the TOEFL Essay
- Select an essay topic that interests you
- Organize your main ideas
- Write a first draft, then follow the author's directions for editing it
- Write a final draft and proofread it carefully
- Analyze your essay, referring to the book's model essays for guidance

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BARRON'S

HOW TO PREPARE FOR THE

TOEFL[®]
ESSAY

**TEST OF ENGLISH
AS A FOREIGN LANGUAGE**

2ND EDITION

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HOW TO USE THIS BOOK

There are three stages in creating an essay: planning, writing, and revising. When you write the TOEFL essay, you will have only thirty minutes to do all of this. In that short, thirty minutes, your writing must make an impression. Your writing must be clear, coherent, and correct. This book will help you do that.

How to Prepare for the TOEFL Essay, 2nd Edition provides a step-by-step guide for planning, writing, and revising your essay.

PLAN

This book will help you plan your essay. You will learn how to

understand the essay topic,

write a thesis statement, and

organize your thoughts with concept maps.

You also must have a plan for studying. Start with the first chapter of this book. Do every activity on every page until you reach the end. Follow the sequence of the book. When you write an essay, you start with the first word of the first sentence and end with the last word of the conclusion. Study this book the same way. Begin at the beginning and work your way through the book.

You will need to measure your success. The answer key in the back of the book will tell you how well you are doing. At the end of each chapter, there are Free Practice activities that ask you to write something on your own. There is, of course, no answer key for these activities. Share your writing with friends or teachers. They will tell you how well you are doing. You can find additional essays and topics, including any new topics from ETS, on Dr. Lougheed's Web site: www.lougheed.com.

WRITE

This book will help you write your essay. You will learn how to

state opinions,

write topic statements,

write supporting details,

write a conclusion, and

use syntactic and semantic variety in your essay.

The best way to learn to write is by writing. You will do a great deal of writing while you study this book. You will want to have a measure of how well you have progressed. Therefore, you will end each section with a self-test. You will be responsible for measuring your achievements.

The first self-test is at the end of the Introduction. You will be instructed to select an essay topic from the list in the Appendix and write on that topic. Pretend you are taking the TOEFL; write the essay in thirty minutes. When you are finished, don't show the essay to anyone. You will return to this first essay later.

At the end of the Planning section, you will take another self-test. Write a second essay on the same topic as your first essay. Write this essay in thirty minutes, too. Compare this second essay with the first one that you wrote on the same topic. Do you feel that you improved?

At the end of the Writing section and at the end of the Revision section, you will again write essays on the same topic. By the end of the book, you will have written four essays on the same topic. Compare all four essays. Compare your thesis statements, topic sentences, supporting details, and conclusions. Can you see your progress? Show your essay to someone else. What do they think?

REVISE

This book will help you revise your essay. You will learn how to

correct sentence fragments,

correct run-on sentences,

combine clauses and modifiers, and

use correct punctuation.

Writing is a solitary activity, but rewriting doesn't have to be. Get some help. Show your work to anyone who is willing to help you. Give them the Proofing Checklist on page 28 and have them rate the essays you write.

When you are learning how to write, you must, at the same time, learn to rewrite. You must make it a habit to rewrite the essays you write in this book. Try to incorporate your friends' suggestions into your revised essay. The more you write, the better you will write.

A good essay takes time: time to plan; time to write, and time to revise. On the TOEFL Essay you only have thirty minutes. If you take time now to learn how to write, you'll easily be able to write your essay in thirty minutes.

WARNING Study the model essays carefully. Analyze them completely. **Do NOT memorize them.** Your essay will not be scored if it matches an essay in this book. Your essay on the TOEFL must be your OWN original essay.



TO THE TEACHER

This book is perfectly suited for use in the classroom. The activities are carefully structured and can easily be completed in class. The activities can also be done as homework and corrected in class.

This book contains two types of activities: structured and free. The structured activities present models and controlled writing activities for the students. The free activities encourage them to write on their own using the controlled, structured activities as models.

EXPANDING THE ACTIVITIES

This book is a gold mine. Each chapter has examples and structured activities showing how a particular part of an essay is developed. In addition, the model essays in the Appendix provide further examples of essay development. Use these essays to expand the activities in the book. For example, in Chapter 3 the students are asked to identify the topic sentence and supporting details in an introductory paragraph. There are five examples in the exercise in that chapter, but more than one hundred introductory paragraphs in the model essays in the Appendix, which can be used to continue the exercise. You can have the students use the model essays to look for examples of transition words, cohesion, conclusions, or any other aspect of essay writing that you want to illustrate. All of the essays in this book, both those used in the text and those in the Appendix, follow a model of essay organization. This model is presented at the end of Chapter 1 and is repeated next to every essay in the book to show how each essay is organized. You can have the students use this model to analyze the essays in the book. Ask them to find where the theme is stated in an essay, where each point is mentioned, and where the examples are explained. Your students need to follow this model in their own writing.

You might advise your students that the model essays show a great diversity of writing. Everyone has a different writing style and the essays reflect this difference. This book is prescriptive in its approach to essay writing, but one can present one's ideas in many ways. By analyzing the style of a model essay (how the writer developed an idea and how the writer introduced and concluded the essay), your students will gain a broader understanding of essay writing.

GETTING STUDENTS TO DO MORE

Writing is a very personal activity, and students must be encouraged to write on their own. The Strategies and Tips section contains activities that the student can do to improve general writing ability (*General Writing Improvement Strategies*).

Students, of course, don't want to waste their time learning "general" writing, even though it will improve their essay writing. They want their preparation to be TOEFL-specific. To this end, there

are more than 133 topics in the Appendix that have appeared or could appear on the actual TOEFL test. Assign essay topics from this list frequently. Have the students do one a night or one a week. Use these essays for practice in class as the students work through the stages of planning, writing, and revising the essay.

PLAN

Have the students work together as they learn to plan, write, and revise their essays. In order to be able to address the writing topics, students need to begin to form opinions on these topics. They must get used to thinking about why a school needs more teachers, or why a landscaper is needed by our community. In small groups they can brainstorm and discuss their ideas on the various writing topics presented throughout the book and in the Appendix. Following these discussions, they can practice writing thesis statements and developing concept maps on the same topics. They can do this in groups, or they can do it alone and bring their work to the group for critique.

WRITE

When the class is working through Chapter 3, have the students check each other's essays to make sure there is a topic sentence in each paragraph. Have them check the introduction to make sure the theme and its supporting points are all mentioned. After they have done the exercises on conclusions, have them look at the conclusions of their own work to see if they summarize the theme that was presented in the introduction. They can also look at the use of transition words in their own or their classmate's essays; they can look for passive and active voice, and the other items that are covered in the chapter.

REVISE

After the students have worked on the exercises about run-on sentences and sentence fragments in Chapter 4, have them check each other's work for these problems. Have them correct the spelling and punctuation. This chapter provides several model essays for revision practice. They can continue this practice by revising each other's essays in groups. They should also get used to using the Proofing Checklist on page 28 to revise their own and their classmates' work.

Whatever your students write, they will profit from doing it again. Even though they can't revise extensively on the TOEFL Essay, learning to rethink and redo will help them develop sound writing habits.

A word of caution. Please remind the students not to memorize the essays in this book. An essay will not be rated if the reader suspects it was taken from the model essays.



QUESTIONS AND ANSWERS ABOUT THE TOEFL ESSAY

1. **How long do I have to write the essay?**
Thirty minutes.
2. **Do I have to use the computer?**
No, you can write your essay by hand. You can decide on test day. (See the section *To Type or Not to Type*.)
3. **Do I have a choice of topics?**
No, you will only be given one topic.
4. **Will all test-takers have the same topic?**
No. Not every test-taker will have the same topic.
5. **What will happen if I don't understand the question?**
If you study this book, that won't be a problem. You will understand all the possible topics. On the day of the test, you will not receive any help with the topic.
6. **What will happen if I don't understand how to work the computer?**
There will be test administrators in the room who can answer your questions about using the computer. They will not answer any question about the use of English.
7. **What kind of pencils should I bring?**
None. Everything you need to write your essay will be given to you at the testing center. If you need extra pencils or paper, ask your test administrator.
8. **Can I bring a clock with me?**
No. Nothing can be brought into the test room. You can wear your watch or look at the clock on the computer screen. There will be a clock in the upper left corner that counts down the time remaining.
9. **Can I bring a dictionary with me?**
No. Nothing can be brought into the test room.
10. **Can I bring paper with me?**
No. Nothing can be brought into the test room. Scratch paper and paper on which to write your essay will be supplied.
11. **What happens to the notes I take?**
You can write your notes in English or your first language. They will be collected and discarded. They will not be seen by the raters.
12. **Is there a spell checker or a grammar checker on the computer?**
No. You will have to do your own proof-reading. (See the section, *To Type or Not to Type*.) Don't worry about a few spelling errors or a few mistakes with punctuation or grammar. A few small errors will not count against your score. Hint: If you are unsure how to spell a word, use a word you do know how to spell.
13. **How long should the essay be?**
It should be around 300 words. You should be able to address your topic completely in three to five short paragraphs.
14. **What's more important in the essay: organization or grammar?**
Both are important. A reader judges an essay on its organization, your use of details to support your opinions, and your facility with English. (See the section, *Scoring the Essay*.)
15. **Do I need a title?**
No. However, a title helps the readers focus attention on your thesis. It helps them understand your point of view.
16. **Do I need an introduction?**
You need something to introduce your readers to your topic. This will help them understand what you are going to say and how you plan to develop your ideas.

17. How many paragraphs do I need?

You need enough to cover your topic and show that you are proficient in English. A general rule is that you should have five paragraphs: the first paragraph is the introduction, the next three paragraphs are the body, and the fifth paragraph is the conclusion. In the three paragraphs of the body, you should have one paragraph for each topic sentence.

You will not be scored on how many paragraphs you write. You will be scored on how well you address your topic.

18. What happens if I don't finish?

You do not need to have an elegantly stated conclusion. What you do write should demonstrate your facility with English. Do not end with an apology. DO not apologize to the reader for what you did not do or for what you think should have been better.

19. Is there an extra fee for the essay?

No. The test fee covers all parts of the TOEFL.

20. Is the essay required?

Yes. All test takers who take the TOEFL must write an essay.

21. How is my essay scored?

Your essay will be read by two readers. Neither reader will know the score the other reader gives your essay. If the scores are more than one point apart (one reader gives your essay a 6 and another reader gives it a 4), your essay will be read by a third person. If that reader gives your essay a 4.5, your score will be the approximate average of the three scores, 5.

22. Will I see my essay score immediately?

No. If you type your essay on the computer, your score will be mailed to you approximately 2 weeks after the test date. If you write your essay by hand, your score will be sent to you in 5 weeks. If you change your address, let the Educational Testing Service (ETS) know your new address.

23. Can I get my score by phone?

Yes. You can get your score report by phone on the day that the scores are mailed. See the latest edition of ETS' *Information Bulletin for the TOEFL* for precise instructions.

24. What if I don't like my rating?

Take the test again.

25. Can I cancel my essay score?

Yes. At the end of the CBT test, you have the option to cancel your scores BEFORE you see them. If you choose this option, all of your scores, including your essay score, will be cancelled.



TOEFL ESSAY BASICS

TO TYPE OR NOT TO TYPE

When you sit down in front of the computer on test day, you will have to decide whether you will type your essay on the computer or whether you will write it out longhand. The following chart gives you some pros (+) and cons (-) for writing by computer or by hand.

	By Computer	By Hand
Input	<ul style="list-style-type: none"> + Your essay will be legible, clear. - Readers may unconsciously expect more from a clean-looking essay. 	<ul style="list-style-type: none"> + Your essay will be as clear as your handwriting. - If your handwriting is illegible, your essay will be impossible to score. - Revisions/changes could make the essay look disorganized.
Speed	<ul style="list-style-type: none"> + Faster if you are familiar with a computer or a keyboard. + If you are familiar with Windows, you will understand the functions. - Slow if you do not know how to type. - Potentially slow if you are used to standard word processing functions like tabs that are disabled on the Computer-Based TOEFL. You may waste time hitting these buttons by accident. 	<ul style="list-style-type: none"> + If you aren't familiar with a keyboard, you probably can write faster than you type. - If you have difficulty forming the letters, your brain will race ahead of you, causing you to skip letters and words. When you go back and revise, your essay may look messy.
Proofreading	<ul style="list-style-type: none"> - You have to scroll up and down to reread your essay. 	<ul style="list-style-type: none"> + You can see your entire essay at a glance.
Revising	<ul style="list-style-type: none"> + You can easily cut/paste/delete words or sentences, and the essay will look clean. - No spell checker or grammar checker. It's all up to you. 	<ul style="list-style-type: none"> + You might be more careful when you write so that you won't need to revise so much. - Revisions/changes could make the essay look messy. - No spell checker or grammar checker. It's all up to you.

As part of your preparation, you should practice both ways. First write some practice essays out by hand. Then, if you have access to a computer, type the same essays without looking at the handwritten versions. Then switch the order. First type some essays and then write them out by hand without looking at the handwritten versions.

Ask yourself which was easier, which was more comfortable. Choose the option that was easier and more comfortable.

Get some other opinions. You might ask your teacher or a friend with good English skills to read your essays, both handwritten and typed. Which do they think are better essays? If your informal judges thought that the handwritten essays were better, you might want to consider writing your essay by hand.

A word of caution: opinions are subjective. When some readers read a perfectly typed essay, they have the expectation that the English will be perfect, too. Their expectations are high. The essay looks like a finished, proofed piece of writing. If there are mistakes in the essay, they are more evident. They stand out. A handwritten essay looks more like a draft and consequently the reader may not judge it so harshly.

TEST DAY

On the day of the test, you will have to make the decision: by computer or by hand. Even though you don't have to decide until test day, make your decision in advance. Don't waste time on test day making a decision. Spend that extra time on your essay.

You will be given paper and pencils to write your essay. If you type your essay, you can use the paper to make notes and to draw your concept maps. If you write your essay by hand, you will need to keep a few sheets clean for your essay; use the rest to make notes and draw your concept maps. You will have to turn in all paper at the end of the essay section.

If you write your essay by hand, write on the white areas only. Do not write on the shaded margins. Your handwritten essay will be scanned and sent over the Internet to the readers who score the essays. Words written in the gray, shaded margins will not appear.

This section of the page is a large, vertically oriented rectangle filled with horizontal lines, providing a space for writing an essay. The lines are evenly spaced and extend across the width of the page, leaving a small margin on the left and right sides. The entire writing area is enclosed within a dark grey border.

THE TOPIC

The topic will be shown on the computer even though you choose to write by hand. The screen will look similar to this:

Notice the clock in the upper left corner. Use that to help you plan your essay. You can end the essay section at any time by clicking on Next and Confirm. Do NOT click on Next and Confirm until you have finished your essay. After you click on Next and Confirm, you will not be allowed to write or revise your essay.

At the end of thirty minutes, the computer will automatically end the essay section.

TIME SCHEDULE

You only have thirty minutes to write your essay. Here is a plan to use that thirty minutes efficiently.

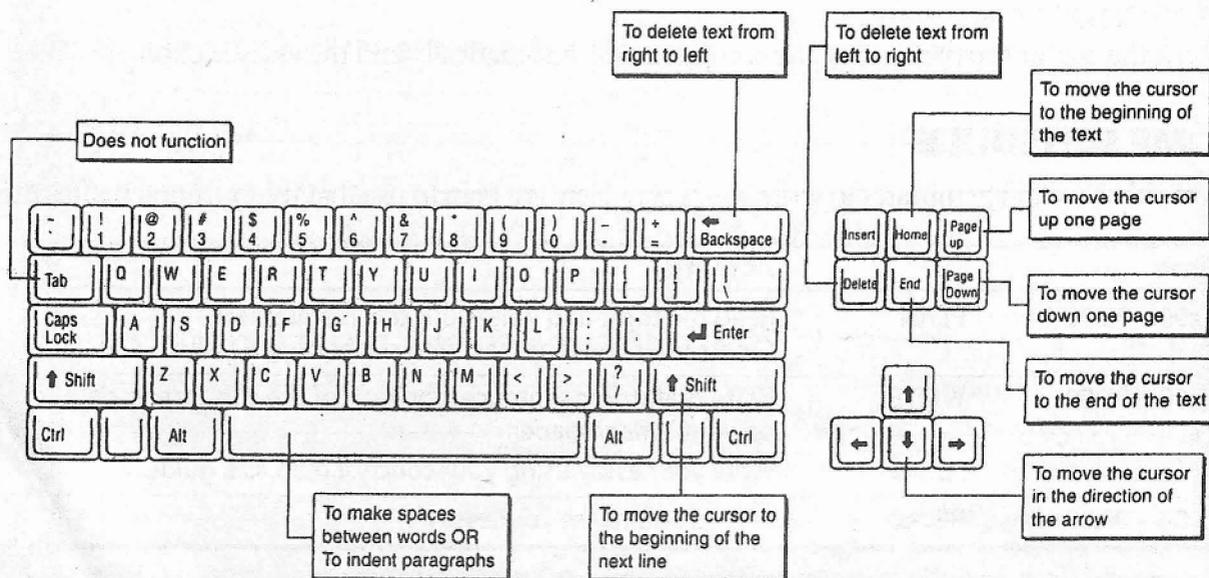
Time	Activity
30:00 – 25:00	PLAN Read the topic and write your thesis statement. Create your concept map with supporting details.
25:00 – 05:00	WRITE Write draft topic sentences for each of the supporting details on your scratch paper. Write your essay using your concept map as a guide.
05:00 – 00:00	REVISE Reread and revise your essay.

COMPUTER TUTORIAL

The keyboard functions for the Computer-Based TOEFL are similar to that of any other word processing program. To perform standard tasks, follow the directions below.

Task	Operation
Start to type	The cursor will blink on the upper left corner of the screen. When you type on the keyboard, the letters will follow this cursor.
Move the cursor	You can reposition the cursor with the mouse or with the arrow keys. Use the arrow keys to move the cursor up, down, left, and right.
Scroll through the text	You can see the beginning of your essay by hitting the Page Up key. You can see the end of your essay by hitting the Page Down key.
Erase text	You can erase all characters to the left of your cursor by hitting the Backspace key.
Start a new paragraph	Hit the Return key twice.
Indent a paragraph	Hit the Space Bar three to five times to indent a paragraph.
Highlight text	Move the cursor to the beginning of the word or sentence to be highlighted. Click and hold the mouse and move the cursor to the end of the word or sentence. Release the mouse.
Replace text	Highlight text and type over it.
Delete text	Use the Backspace key or highlight the text to be deleted and click on the icon Cut.
Move text	Highlight the text to be moved. Click on the icon Cut. Move the cursor to the spot where you want the text. Click on the icon Paste.
Change your mind	If you cut text by accident, you can put it back by clicking on the icon Undo. Be careful. You must do this right away. You can't type or cut anything else between your accident and clicking on Undo.

KEYBOARD FOR THE ESSAY



COMPUTER SCREEN FOR THE ESSAY

00:30 TOEFL - Writing

Read the topic below and type your response at the bottom of the screen.

Some students prefer to study alone.
Others prefer to study with a group of students. Which do you prefer?
Use specific reasons and examples to support your answer.

Studying along helps you focus on a particular weakness. Studying in groups helps you learn from other peoples' strength. By working together, I feel I learn more not just about a subject, but about my friends. By studying with friends, I learn as much about myself as I do about chemistry, or history for example. All through high school, I have studied with friends. For us, academics is a team sport.

Cut
Paste
Undo

Time **?** **Answer** **→**
Help **Confirm** **Next**

TO HIGHLIGHT TEXT

- 1 Move the cursor to the first word in the text
- 2 Hold down the mouse button
- 3 Move the cursor over the text to the end of the last word

TO DELETE TEXT

- 1 Highlight the text
- 2 Click the mouse
- 3 Text that was highlighted will disappear

TO REPLACE TEXT

Type new text over the highlighted text

TO MOVE TEXT

- 1 Highlight the text
- 2 Click to remove highlighted text
- 3 Move cursor
- 4 Click to move highlighted text
- 5 Text that was cut will appear after the cursor

TO CHANGE YOUR MIND

Click to return the screen to the way it looked before your last click or keystroke.



SCORING THE ESSAY

The score for your essay will count for almost 50 percent of your Structure score. Two people will read your essay. These readers will judge your essay according to the rating criteria on the following pages. The scores they give your essay will be averaged. If one rater gives your essay a 5 and the second rater gives your essay a 4, your score will be 4.5.

The raters' scores must be within one point of each other. If one of the raters gives your essay a 5 and the second rater gives your essay a 3, a third rater will read your essay. Your final score will be the average of the three readers' ratings.

RATING SCALE

6 An essay at this level

- effectively addresses the writing task
- is well organized and well developed
- uses clearly appropriate details to support a thesis or illustrate ideas
- displays consistent facility in the use of language
- demonstrates syntactic variety and appropriate word choice

5 An essay at this level

- may address some parts of the task more effectively than others
- is generally well-organized and developed
- uses details to support a thesis or illustrate an idea
- displays facility in the use of the language
- demonstrates some syntactic variety and range of vocabulary

4 An essay at this level

- addresses the writing topic adequately but may slight parts of the task
- is adequately organized and developed
- uses some details to support a thesis or illustrate an idea
- demonstrates adequate but possibly inconsistent facility with syntax and usage
- may contain some errors that occasionally obscure meaning

3 An essay at this level may reveal one or more of the following weaknesses:

- inadequate organization or development
- inappropriate or insufficient details to support or illustrate generalizations
- a noticeably inappropriate choice of words or word forms
- an accumulation of errors in sentence structure and/or usage

2 An essay at this level is seriously flawed by one or more of the following weaknesses:

- serious disorganization or underdevelopment
- little or no detail, or irrelevant specifics
- serious and frequent errors in sentence structure or usage
- serious problems with focus

1 An essay at this level

- may be incoherent
- may be undeveloped
- may contain severe and persistent writing errors

0 An essay will be rated 0 if it

- contains no response
- merely copies the topic
- is off-topic, is written in a foreign language, or consists only of keystroke characters

SCORED ESSAYS

Score 6

Topic 13

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

Eating Out

Although many people prefer to cook at home, I prefer to eat out. The main reason is that I am not a very good cook. In addition, eating out allows me to spend more time studying and less time in the kitchen. And, believe it or not, eating out can be cheaper than cooking at home.

To begin with, I don't know how to cook. When you don't know how to cook, there is a good chance that what you cook will not be worth of eating. This results in a waste of food, as well as a waste of money and effort.

Also, cooking takes a lot of time. While the food might not actually be on the stove for very long, you also have to consider the time that is spent shopping for the food, cleaning and chopping it, and cleaning up the kitchen after it is cooked.

Finally, eating out is surprisingly economical. Of course going to elegant restaurants is expensive, but there are other ways to eat out. Food stands and some small, casual restaurants provides plenty of good food for very little cost. Many places of this type are located near the university and are very convenient for students.

As my life changes, my preferences about where to eat may change, too. For the life of a student, eating out is the only practical choice.

Proofing Checklist

✓	CONTENT
	This essay has a clear thesis in the beginning and is also very well organized. The first two of the three body paragraphs give reasons why the writer does not want to cook at home, while the third gives reasons why eating out is better. Although there is not a great deal of development, there are sufficient details to support the topic sentence in each paragraph. The conclusion paraphrases the main idea rather than simply repeating it.
✓	CLARITY
	There is good use of cohesive devices like repeating verbs, parallel structures, and rephrasing. This essay shows syntactic and semantic variety.
	There are very few grammar errors, and they do not interfere with comprehension. ... there is a good chance that what you cook will not be <u>worth of</u> eating. ... there is a good chance that what you cook will not be worth eating / <u>worthy of</u> eating. Food stands and some small, casual restaurants <u>provides</u> plenty of good food ... Food stands and some small, casual restaurants <u>provide</u> plenty of good food ...
✓	PUNCTUATION
	There are no punctuation errors.
✓	SPELLING
	There are no spelling errors.

Score 5

Topic 114

Some people think that the family is the most important influence on young adults. Other people think that friends are the most important influence on young adults. Which view do you agree with? Use examples to support your position.

The Important Influence

We are all influence by whomever we meet. We all stand as models to everyone in this world. However, our choice of a model is important especially when choosing a career. I believe that in the case concerning our future and our career, families have more influence on us than friends.

Friends are the ones we spend time having fun, enjoying, playing and so forth. Friends also teach good things and help us. Friends advice good things about life, but not like family. Family always thinks that their children will become superior ones in the future. They want their children be smarter than anyone else. However, friends are not such an influential adviser like family. Family feels that time is waste when their adult children have too much fun. However, friends influence us more to play or have fun rather than advising us about our career. Therefore, family puts their substantial impact on heir children in order to shape up their future career.

In the US, most young adults are usually influence by their friends rather than their parents. It depends upon what type of influence it is. Usually, people are busier in the US. They don't have time to give important influence to their children. Therefore, the children choose their own way to catch up their careers. Whatever they see around impacts these adult children, and they are influence by that. However, this impact might not better them for their future career.

Therefore, I'd say family influences their adult children more and better than friends and relatives.

Proofing Checklist

✓	CONTENT
	The thesis of this essay is very clear and easy to locate at the end of the introduction. This essay is generally well organized. The writer carefully compares and contrasts the level of influence one receives from one's parents with the influence one receives from one's friends. The writer is able to develop his/her thesis. There is a conclusion that restates the thesis.
✓	CLARITY
	The author displays facility in the use of language, but there are some repeated errors in usage and grammar that slow the reader down. S/he seems to be comfortable with expressing ideas in English. Word choice is not always ideal, but ideas are understandable. Friends <u>advise</u> good things about life, but not like family. Friends advise good things about life, but not like family. Therefore, <u>family</u> puts their substantial impact on <u>heir</u> children ... Therefore, families have a substantial impact on their children... In the US, most young adults <u>are</u> usually influence by their friends... In the US, most young adults are usually influenced by their friends...
✓	PUNCTUATION
	There are no punctuation errors.
✓	SPELLING
	There is only one spelling error. Therefore, family puts their substantial impact on <u>heir</u> children... Therefore, family puts their substantial impact on their children...

✓ Score 4

Topic 136

Do you agree or disagree with the following statement? Playing a game is fun only when you win. Use specific reasons and examples to support your answer.

Playing Is Fun if We Win

Some would like to play the game such as, basketball, tennis, swimming, and riding bike for exercises and fun. But some, they play for their acheivement. I agree that playing game is fun when we win.

As a matter of fact, when I was in High school, I like to play basketball as my hobby. I was very excited when I won the game. All high schools in Cambodia, they required students to choose one kind of game such as, volleyball, soccer, basketball, tennis and swimming. By that time, I took basketball as my favorite hobby. My school gave me the best basketball coach. He had lot of experience of training basketball players. My teams and I were trained by him everyday for two months. After two monthes of training, My coach wanted us to compete with the other schools.

When the competition day came, our emotion was combined with happy and scare of losing the game. But our coach encourage us. He told us that "don't be afraid of your competitors, they are as same as you, so you have to have a confident in yourself." When time of competition of game started, our coach led us to basketball course to get to know our competitors. The result of competition was my team completely won. My coach and our team were very happy to win that game.

I believe that playing game is very difficult if we don't know a weakness of our competitors. We have to have a confident in ourselves. I agree that playing game is very fun when we win.

Proofing Checklist

✓	CONTENT
	This essay is adequately organized and developed. It shows development of ideas and some facility with English. In the first paragraph and in the conclusion, the writer states his/her opinion that playing a game is fun when one wins. He/She does not directly address the topic, which is more black and white: playing a game is fun ONLY when one wins. It is likely that the writer did not understand the question clearly.
	The writer uses a personal story to illustrate his/her thesis. This story seems to indicate that the writer also had a good time just playing basketball even when he/she didn't win.
✓	CLARITY
	Syntax and usage are inconsistent and distract the reader from the meaning. Everyone who is born into this world, <u>they have different idea of playing game.</u> Everyone who is born into this world has a different idea about playing games. ... our emotion was <u>combined with happy and scare</u> of losing the game. ... our emotion was a combination of happiness and fear of losing the game. We have to have <u>a confident</u> in ourselves. We have to have confidence in ourselves.
✓	PUNCTUATION
	There are some punctuation errors. After two month of training, <u>My</u> coach wanted us to compete ... After two month of training, my coach wanted us to compete ... He told us that " <u>don't</u> be afraid of your competitors ... He told us, " <u>Don't</u> be afraid of your competitors ...
✓	SPELLING
	There are a couple of spelling errors. But some, they play for their <u>acheivement</u> . But some, they play for their achievement. After two <u>monthes</u> of training ... After two months of training ...

Score 3**Topic 111**

Some people prefer to spend time with one or two close friends. Others choose to spend time with a large number of friends. Compare the advantages of each choice. Which of these two ways of spending time do you prefer? Use specific reasons to support your answer.

Friends

People need friends they include in a society. Some people try to find good people but some people just take any person who is around them. Which means first one is very serious to find friends and second people are not too serious to have friends. However, there are two types of character to make friends. Some people prefer to spend time with one or two friends. Others choose to spend time with a large number of friends.

First of all, some people want to spend time with one or two friends. Those people always take care of their friends very well. For example, when they have a party they can invite everyone their home even though her/his home is small. Also he/she can talk with each friend before party is over. Because he/she does not have many friends so he/she can be able to talk everyone. Therefore, his/her friends returns home very happy after party.

Secondly, some people want to spend time with a large number of friends. Those people love people also they can get a good advice from friends. For example, when they have a problem they can ask their many friends and then they can collect every answer. Therefore, they are figure it out to fix their problem easily.

Proofing Checklist

✓	CONTENT
	The organization and development of the topic is not fully adequate. The writer talks about each choice, but never accomplishes the task: to express a preference. There is no conclusion to this essay. There is a good attempt at addressing the task, discussing the topic in English, and demonstrating a basic level of competence as a writer in English. The writing is lively and earnest.
✓	CLARITY
	The writing is understandable, but syntax and usage are very inconsistent. <u>Which means first one is very serious to find friends ...</u> This means the first one is very serious about finding friends ... Because he/she does not have many friends <u>so he/she can be able to talk everyone.</u> Because he/she does not have many friends, he/she can talk to everyone / is able to talk to everyone. Those people love <u>people also they can get a</u> good advice from friends. Those people love people; also, they can get good advice from friends.
✓	PUNCTUATION
	There are a few punctuation errors. For example, when they have a <u>problem they</u> can ask their many friends... For example, when they have a problem, they can ask their many friends...
✓	SPELLING
	There are no spelling errors.

Score 2

Topic 128

Some people say that physical exercise should be a required part of every school day. Other people believe that students should spend the whole school day on academic studies. Which opinion do you agree with? Use specific reasons and details to support your answer.

Staying in School

I agree an opinion that students should spend the whole day on academic studies. Because there are have many opportunites for students to be a very good student, like, they have a lot time to spend studies, also, they will be effected by school when they are staying in school. Because of many people staying in library to spend their study, I think that, It will advise me to follow to them. Moreover, staying in school is good for students to enrolling to university. Because they don't have to think something of outside so they really have to think of their learning, this is a good idea for students to stay. Besides that, if they go home to study, it is ok. But when you are studying in your home, suddenly your father or someone call you at that time, I think, you are confusing about your study. Anyway, I still like to spend the whole school day on academic studies, Because there are have enough books and have

many things to use in my knowledge. So I love staying in school day to increase my knowledge.

Proofing Checklist

✓	CONTENT
	This essay demonstrates “developing competence,” but is flawed on several levels. It is possible that the writer does not fully understand the prompt. The writer seems to think the choice is between staying home or staying in school. S/he doesn’t say why one should spend the day on academics and does not address why some physical education would be bad. The information is not organized into an essay, but is all one paragraph. There are insufficient details to support the author’s opinions.
✓	CLARITY
	There is an accumulation of errors in sentence structure; in fact, there are errors in nearly every sentence. I agree <u>an opinion</u> that students should spend the whole day on academic studies. I agree that students should spend the whole day on academic studies. Because <u>there are have</u> many opportunitites for <u>students</u> to be a very good <u>student</u> , Because there are many opportunities for them to be very good students, ...they have <u>a lot time</u> to spend <u>studies</u>they have a lot of time to spend on their studies...
✓	PUNCTUATION
	There are a number of punctuation errors, mixed in with other errors. I think <u>that, It</u> will advise me to follow to them. I think that it will be advisable for me to follow to them.
✓	SPELLING
	There are a few spelling errors. ...they will be <u>effected</u> by school... ...they will be affected by school... Because there are have many <u>opportunitites</u> for students to be a very good student,... Because there are have many opportunities for students to be a very good student,...

Score 1

Topic 145

Some people say that advertising encourages us to buy things we really do not need. Others say that advertisements tell us about new products that may improve our lives. Which viewpoint do you agree with? Use specific reasons and examples to support your answer.

Ads

Some people say that advertising encourages us to buy things we really do not need. Others say that advertisements tell us about new products that may improve our lives. Yes. It is. I buyed much, because TV ads.

Proofing Checklist

✓	CONTENT
	The student here simply rewrote the topic and added a few words. The essay is on topic, but there is no development of the topic. The author implies, but does not directly state, that s/he agrees with people who say that advertising encourages us to buy things we really do not need.
✓	CLARITY
	The few sentences or sentence fragments contain severe errors. The past tense of <i>buy</i> is <i>bought</i> . <i>Much</i> is not an appropriate word choice; <i>a lot</i> or <i>many things</i> would be better. <i>Because</i> should be <i>because of</i> or the phrase can be made into a sentence. <i>Because TV ads make me want to have everything.</i>

Essay Score 0

If the essay writer simply rewrites the topic question and doesn't add any additional words, the score will be 0.

If the essay writer creates a perfect essay or any essay on a topic that does not match the given topic, the score will be 0.



STRATEGIES AND TIPS

SPECIFIC TOEFL WRITING IMPROVEMENT STRATEGIES

1. Every day choose one TOEFL essay topic, study the concept map, and read the model essay.
2. Think about the essay topics you read. You may have never thought about a particular subject. After you read an essay topic, form an opinion about that subject. You need an opinion before you can write about one.
3. Once you have thought about a topic, write an essay on that topic. Follow the proposed time schedule to finish your essay in thirty minutes.

The general writing improvement strategies below will help you learn to think about a topic.

Time		Activity
30:00 – 25:00	PLAN	Read the topic and write your thesis statement. Create your concept map with supporting details.
25:00 – 05:00	WRITE	Write draft topic sentences for each of the supporting details on your scratch paper. Write your essay using your concept map as a guide.
05:00 – 00:00	REVISE	Reread and revise your essay.

GENERAL WRITING IMPROVEMENT STRATEGIES

Writing is a skill like playing tennis. You have to practice. There is a lot of extra work you can do on your own to help you become a better writer. Doing these activities, you'll practice your writing, practice your penmanship, and practice forming opinions.

1. To improve your writing, pay attention when you read. Notice how the author of your book organizes thoughts and expresses ideas. *Gone with the Wind* is a famous American novel by Margaret Mitchell. Many years after she died, a sequel was published. The author of that sequel wrote out, by hand, the entire 1037 pages of *Gone with the Wind* three times! She wanted to mimic the style of Margaret Mitchell. She wanted to get a feel for the way Mitchell put sentences together.

You can do the same thing. Take the model essays in this book and write them out by hand. Write them several times until you get a feel for the use of transition phrases and other cohesive devices. Try to understand how the details support the topic sentences. Pay attention to the introductions and conclusions.

Once you have copied the model essay several times, think about whether you agree or disagree with the opinion of the author. Then create your own essay on the same topic. Compare your essay with the model essay. Show your essay to a friend or teacher.

2. Read more. A lot of research has shown that reading improves your writing. Reading will build your vocabulary and your understanding of the way ideas are expressed. Read every chance you get.
3. An essay is made up of sentences. If you have some extra time, for example, while

waiting for someone, don't just stare at the wall. Write!

You don't have to write an essay; write just a sentence or two. Look around you. What do you see? Write what you see: *The wall is painted a light yellow.* Write what you think about it: *Yellow is too colorful for me; I'd prefer gray.* Write why you think so: *Yellow is too bright a color; it's hard to relax in a yellow room.*

4. Buy a notebook to record your thoughts and your writing. Don't use this notebook for anything but writing practice. This notebook will be your private classroom.
5. Keep a journal. Record the events of the day. Tell what happened and what you felt about the event. Record what you thought about the events and what conclusions you reached. This will give you practice in writing about your opinions. Review these notes periodically to see if any of these opinions can be used in your essays.

Date every entry. Put the time of day you are writing. Dates will help you remember the event more clearly later on. A date is a detail, and details are important to good writing.

Keep every other page blank. If you want to rewrite an entry or to expand on one, you will have the space. This will give you practice in revision.

The journal does not have to be serious. It can be anything from words, to poems, to jokes, to a complete essay. It can be about

your school, your family, or you. The important thing is to write.

6. When events happen, take notes. Later in the day reread your notes and turn them into sentences. Turn the sentences into paragraphs.
7. Write every day. Give yourself a gift of time. Spend five minutes a day writing, and do it faithfully everyday. Once a week, assign yourself a topic and write an essay in thirty minutes.
8. Go back over your writing frequently. The more you write, the better writer you will become. You may think of a better, or a different, way of expressing a thought. Use the blank page to experiment with different ways of expressing the same idea.
9. When you rewrite, imagine you are writing for a different audience. The first time you wrote for yourself. How would you change your writing if your friends were to read it? Your teacher? Your mother? A stranger?

TIPS ON TEST DAY

1. Decide before the test whether you will use the computer or whether you will write the essay by hand. (See section *To Type or Not to Type*.)
2. If you write by hand, your penmanship must be legible.
3. Take full advantage of the paper you are provided. Use it to draw your concept maps. Use it to plan your essay. Write in your first language if you want.
4. Don't be afraid to exaggerate. This essay does not have to be the truth. You do not have to give your real feelings. You can write whatever you want as long as it is on the topic and is grammatically and syntactically correct.
5. You may revise your essay. However, do not completely rewrite it. Think before you write. Try the sentence in your head before you put it on paper.
6. Try to save a few minutes to look over your essay. Look for errors and correct them. Do not do major rewrites here; correct only sentences that would make your essay difficult to understand.

Don't be tempted to memorize the essays in this book. The readers will be familiar with these essays. Use these essays as springboards for your own ideas. Develop your own concept maps and essays from the topics.



SELF-TEST ESSAY #1

Select a topic from the list in the *Appendix, Essay Topic Index*. Plan, write, and revise an essay on that topic within thirty minutes. Use the space on the pages following. Do NOT write in the shaded areas.

Divide your time like this.

PLAN	5 minutes	30:00 – 25:00
WRITE	20 minutes	25:00 – 05:00
REVISE	5 minutes	05:00 – 00:00

Topic Number: _____

PLAN

Concept Map

Thesis Statement

General Ideas

Supporting Details

REVISE

Proofing Checklist

Reread your essay. Use this checklist as a guide.

You will not be familiar with many of these items now. You will learn about them all as you study this book.

✓	CONTENT
	Is there a thesis statement or introduction?
	Is there a topic sentence for each paragraph?
	Are there supporting details for each topic statement?
	Is there a conclusion?
✓	CLARITY
	Are there run-on sentences or sentence fragments?
	Are there misplaced modifiers or dangling modifiers?
	Are the structures parallel?
	Are there transition words?
	Are the sentences and paragraphs cohesive?
✓	PUNCTUATION AND SPELLING
	Are the paragraphs indented?
	Are there punctuation marks such as periods at the end of each sentence?
	Do all sentences begin with capital letters?
	Are all the words spelled correctly?



Essay Writing in Twelve Steps

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In this chapter you will learn a twelve-step program for writing an essay. You can follow these steps when writing any essay for any purpose. The only difference between writing the TOEFL Essay and writing other essays is the time. You only have thirty minutes to write an essay. If you follow these twelve steps, you will be able to write a good essay for any purpose. You can find additional essays and topics, including new topics from ETS, on Dr. Lougheed's Web site: www.lougheed.com.



PLANNING THE ESSAY

There are two important parts to planning an essay:

**addressing the writing task and
organizing the topic.**

Here is an overview of the step-by-step process you will use to address the task and organize the topic.

Step 1	Read the essay topic.
Step 2	Identify the task.
Step 3	Write your thesis statement.
Step 4	Make notes about your general ideas.
Step 5	Expand your notes to include specific details.

The example that follows is a short introduction to the steps of planning an essay. Planning an essay will be discussed thoroughly in the chapter by the same name beginning on page 39. You will learn different ways to address a topic and different ways to organize a topic. You will learn different ways to plan your essay, but the steps remain the same. You must always follow these steps.

STEP 1: READ THE ESSAY TOPIC

(Topic 157) In the future, students may have the choice of studying at home by using technology such as computers or television or of studying at traditional schools. Which would you prefer? Use reasons and specific details to explain your choice.

STEP 2: IDENTIFY THE TASK

The topic wants you to state a preference. *Do you prefer to study at home using computers or study at school?* The instructions suggest you give reasons and specific details to support your answer.

STEP 3: WRITE YOUR THESIS STATEMENT

Thesis statement: *Studying at school is best for me.*

The thesis statement is a one-sentence summary of your ideas about the topic. In this case, it states your preference.

STEP 4: MAKE NOTES ABOUT YOUR GENERAL IDEAS

These notes are the start of your concept map. The concept map, like a road map, will guide you as you write your essay.

As the writer, I need to plan the organization of the topic. I make two columns so that I can compare the quality of education at home with the quality of education at school.

<i>home</i>		<i>school</i>
	<i>activities people day-to-day interaction</i>	
	<i>subjects</i>	
	<i>future technology</i>	
	<i>motivation</i>	

I then make a list of all the general ideas that affect education at home and at school. As I write, I may change my mind and cross out a few ideas. I may not like them, or I may not think I could give any examples about them. If I can't give any examples, I shouldn't mention them. I must give reasons and specific details to support my ideas.

STEP 5: EXPAND YOUR NOTES TO INCLUDE SPECIFIC DETAILS

You started your concept map with general notes. Now expand your concept map with specific details.

<i>home</i>		<i>school</i>
<i>alone</i>	<i>activities people day-to-day interaction</i>	<i>talk to others</i>
<i>nobody to talk to</i>		<i>learn from others</i>
<i>technology only</i>	<i>technology plus teachers subjects information</i>	<i>and classmates</i>
<i>limited</i>	<i>future technology</i>	<i>more at</i>
<i>nobody sees my work</i>	<i>motivation</i>	<i>competition with classmates</i>

In my first general idea, *interaction*, I added the specific details of *alone* and *nobody to talk to* at home. I would find studying at home all by myself lonely. At school, I would be able to talk to other students and learn from them as well. Therefore, I put the specific details *talk to others* and *learn from others* under school.

I crossed out *activities* and *day-to-day* because they weren't exactly the words I was looking for. Similarly *people* wasn't as precise a term as *interaction*.

In the third row for general ideas I thought more about what I wanted to say. I decided I had already talked about *technology* under *subjects* so I crossed it out.

In the second row for general ideas, the word *subjects* was not parallel with the other nouns. I needed a word that ended with *-tion*. I chose *information*.



WRITING THE ESSAY

There are two important parts to writing an essay:

developing the topic and

demonstrating facility with English.

We learned the five steps in planning the essay in the preceding section. Here is an overview of the step-by-step process that you will use to develop the topic and demonstrate your facility with English.

Step 6	Write the topic sentence for each paragraph.
Step 7	Write the introduction.
Step 8	Write the body of the essay.
Step 9	Write the conclusion.

The example that follows is a short introduction to the steps of writing an essay. Writing an essay will be discussed thoroughly in the chapter by the same name. You will learn different ways to develop a topic and demonstrate your facility with English. You will learn different ways to write your essay, but the steps remain the same. You must always follow these steps.

In Steps 1–5 we planned the essay. Now let's write it.

STEP 6: WRITE THE TOPIC SENTENCE FOR EACH PARAGRAPH

Each of the rows in the concept map could be a paragraph: one paragraph could be about interaction; one paragraph could be about course subjects; one paragraph could be about motivation.

Topic sentence for general idea: information

Information comes from technology, but it also comes from people.

Topic sentence for general idea: interaction

Interaction with other people increases my knowledge.

Topic sentence for general idea: motivation

Competition motivates me.

Once I have the topic sentences for my paragraphs, I can begin to write the essay.

STEP 7: WRITE THE INTRODUCTION

The introduction lets the reader know what my point of view is and how I plan to develop the essay.

I believe that it is better to study at school than at home. I can learn a lot if I study alone at home, but I can learn more if I study at school with other people. I can gain a lot of information from other people. I also learn a lot by interacting with them. I am motivated to study more if I don't work alone. Therefore, I believe I can learn a lot more at school.

In this introduction, I have stated my opinion, *Studying at school is best for me*. I have indicated that I will develop my topic by discussing *information, interaction, and motivation*.

STEP 8: WRITE THE BODY OF THE ESSAY

Paragraph 2

Information comes from technology, but it also comes from people. If I study at home, I can get a lot of information from my computer, DVD player, and television. If I study at school, I can get all this information, and I can also get information from my teachers and classmates. So, I learn more at school.

In this paragraph, I chose one of my topic sentences and developed it using the specific details in my concept map. I could pick any topic sentence I wanted. I did not have to follow any particular order.

Paragraph 3

Interaction with other people increases my knowledge. At home I have nobody to talk to. Nobody can hear my ideas. At school I have the opportunity to interact with other people. We can explain our ideas to each other. We can agree and disagree. Together we can develop our ideas and learn to understand new things.

In this paragraph, I chose another topic sentence and developed it using the specific details in my concept map.

Paragraph 4

Competition motivates me. When I am at home, nobody can see my work. Nobody can tell me that I did a good job or a bad job. When I am at school, my teacher and my classmates see my work, and I can see my classmates' work. I want to do a good job like my classmates, or even a better job. So, I want to study harder.

In this paragraph, I chose another topic sentence and developed it using the specific details in my concept map. I don't have to have a specific number of paragraphs. I can have three or I can have ten. I need enough paragraphs to develop my essay thoroughly.

STEP 9: WRITE THE CONCLUSION

Some people can study very well when they are alone at home, but I can't. I need to have other people near me. When I am with other people, I have the possibility to learn more information. I have the opportunity to develop my ideas more completely. I have the motivation to do a better job. Therefore, school is the best place for me.

In this paragraph, I summarized why I preferred studying in school. I rephrased my ideas. I did not simply repeat them.



REVISING THE ESSAY

There are two important parts to revising an essay:

- checking the content and clarity and**
- checking the punctuation and spelling.**

Here is an overview of the step-by-step process that you will use to check the clarity and proof the essay. These steps parallel the Proofing Checklist (see page 28). Follow this checklist to help you proof all of your essays.

Step 10	Check the content.
Step 11	Check the clarity.
Step 12	Check the punctuation and spelling.

For this overview, we will proof the essay written on Topic 157. Since this is a model essay, there will be no major problems. Observe how the proofing checklist can help you review your own work.

Here is the essay on Topic 157 that we wrote following Steps 1 to 9.

In the future, students may have the choice of studying at home by using technology such as computers or television or of studying at traditional schools. Which would you prefer? Use reasons and specific details to explain your choice.

I believe that it is better to study at school than at home. I can learn a lot if I study alone at home, but I can learn more if I study at school with other people. I can gain a lot of information from other people. I also learn a lot by interacting with them. I am motivated to study more if I don't work alone. Therefore, I believe I can learn a lot more at school.

Information comes from technology, but it also comes from people. If I study at home, I can get a lot of information from my computer, DVD player, and television. If I study at school, I can get all this information, and I can also get information from my teachers and classmates. So, I learn more.

Interaction with other people increases my knowledge. At home I have nobody to talk to. Nobody can hear my ideas. At school I have the opportunity to interact with other people. We can explain our ideas to each other. We can agree and disagree. Together we can develop our ideas and learn to understand new things.

Competition motivates me. When I am at home, nobody can see my work. Nobody can tell me that I did a good job or a bad job. When I am at school, my teacher and my classmates see my work, and I can see my classmates' work. I want to do a good job like my classmates, or even a better job. So, I want to study harder.

Some people can study very well when they are alone at home, but I can't. I need to have other people near me. When I am with other people, I have the possibility to learn more information. I have the opportunity to develop my ideas more completely. I have the motivation to do a better job. Therefore, school is the best place for me.

Let's proof this essay following Steps 10, 11, and 12.

STEP 10: CHECK THE CONTENT

Is there a thesis statement?	✓ Yes	I believe that it is better to study at school than at home.
Is there a topic sentence for each paragraph?	✓ Yes	<p>Paragraph 2 Information comes from technology, but it also comes from people.</p> <p>Paragraph 3 Interaction with other people increases my knowledge.</p> <p>Paragraph 4 Competition motivates me.</p>
Are there supporting details for each paragraph?	✓ Yes	<p>Paragraph 2 If I study at home, I can get a lot of information from my computer, DVD player, and television. If I study at school, I can get all this information, and I can also get information from my teachers and classmates.</p> <p>Paragraph 3 At home I have nobody to talk to. Nobody can hear my ideas. At school I have the opportunity to interact with other people. We can explain our ideas to each other. We can agree and disagree. Together we can develop our ideas and learn to understand new things.</p> <p>Paragraph 4 When I am at home, nobody can see my work. Nobody can tell me that I did a good job or a bad job. When I am at school, my teacher and my classmates see my work, and I can see my classmates' work. I want to do a good job like my classmates, or even a better job. So, I want to study harder.</p>
Is there a conclusion?	✓ Yes	Some people can study very well when they are alone at home, but I can't. I need to have other people near me. When I am with other people, I have the possibility to learn more information. I have the opportunity to develop my ideas more completely. I have the motivation to do a better job. Therefore, school is the best place for me.

STEP 11: CHECK THE CLARITY

<p>Are there run-on sentences or sentence fragments?</p>	<p>✓ No</p>	
<p>Are there misplaced modifiers or dangling modifiers?</p>	<p>✓ No</p>	
<p>Are the structures parallel?</p>	<p>✓ Yes</p>	<p>Introduction <i>I can learn a lot if I study alone at home, but I can learn more if I study at school</i></p> <p>Paragraph 2 <i>If I study at home, I can get a lot of information from my computer, DVD player, and television. If I study at school, I can get all this information...</i></p> <p>Paragraph 3 <i>At home I have nobody to talk to.... At school I have the opportunity to....</i></p> <p>Conclusion <i>I have the possibility to learn more information. I have the opportunity to develop my ideas more completely. I have the motivation to do a better job.</i></p>
<p>Are there transition words?</p>	<p>✓ Yes</p>	<p>Introduction <i>But used for contrast Therefore, I believe I can learn...</i></p> <p>Paragraph 2 <i>But used for contrast So, I learn more.</i></p> <p>Paragraph 4 <i>But used for contrast So, I want to study harder.</i></p> <p>Conclusion <i>But used for contrast Therefore, school is the best place for me.</i></p>
<p>Are the sentences and paragraphs cohesive?</p>	<p>✓ Yes</p>	<p>Repetition of <i>at home, at school</i> in every paragraph</p>

STEP 12: CHECK THE PUNCTUATION AND SPELLING

Are paragraphs indented?	✓ Yes
Are there punctuation marks such as periods at the end of each sentence?	✓ Yes
Do all sentences begin with capital letters?	✓ Yes
Are the words spelled correctly?	✓ Yes



Planning the Essay

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ADDRESSING THE WRITING TASK

STEP 1: READ THE ESSAY TOPIC

The first thing to do is read the essay topic carefully. It will be given to you on the computer monitor.

To write a good essay, you must know what the topic asks you to do. You should know how to address the writing task. You must write on the topic. If you write on another subject, you will receive a 0. Pay attention to the task.

STEP 2: IDENTIFY THE TASK

There are four essay types on the TOEFL. The most common essay types are *agreeing or disagreeing* and *stating a preference*. It is more likely that you will get one of these essay topics to write, but you could also be given one of the others. You must know how to recognize the tasks in all four types. The tasks in *making an argument* and *giving an explanation* are similar. Your approach will be similar.

Topic Type	Percentage of Topics
Making an argument	34%
Agreeing or disagreeing	29%
Stating a preference	21%
Giving an explanation	16%

Making an argument

In this essay, you will be presented with a hypothetical situation. You will have to determine what needs to be done, make a choice, and support your hypothesis. In these essays, the topic is usually written in the future or conditional tense.

KEY WORDS OR PHRASES
If...
How...
In your opinion...
If you could change (something), what would you change?
What is the best way to (do something)?
What should be the main focus?
Which of the following should you do?
Which of the following is most important to you?
What would you give to help someone?
How would you do something?
How would you do something/choose between two things?
How will (something) affect (something else)?

Examples

(Topic 141) If you could make one important change in a school that you attended, what change would you make? Use reasons and specific examples to support your answer.

(Topic 172) When students move to a new school, they sometimes face problems. How can schools help these students with their problems? Use specific reasons and examples to explain your answer.

Agreeing or disagreeing

In this essay, you must state an opinion and defend your point of view. You must give reasons for your thinking. You usually discuss only one side of the issue.

KEY WORDS OR PHRASES
Do you agree or disagree ...?
Do you support or oppose ...?
In your opinion, which is most effective?
Why or why not?

NOTE: Your opinion is an important part of every essay. You will see many different topics asking for your opinion. In determining the writing task, you must look at what the topic is asking you to do.

Examples

(Topic 148) Do you agree or disagree with the following statement? Playing games teaches us about life. Use specific reasons and examples to support your answer.

(Topic 131) Do you agree or disagree with the following statement: **Only** people who earn a lot of money are successful. Use specific reasons and examples to support your answer.

Stating a preference

In this essay, you must discuss both sides of an issue. You will be asked to compare and contrast both sides. You may be asked to give the pros and cons, the advantages and disadvantages of something. You must also state your own personal preference and give reasons to support your choice. You may be asked to state what you think someone else's preference is.

KEY WORDS OR PHRASES

Some do this; others do that.

Some say this; others say that.

Which opinion do you agree with?

In your opinion, which is better?

Which would you prefer?

Would you prefer to ...?

Compare the advantages and disadvantages.

Compare these views.

Which viewpoint do you agree with?

Discuss the advantages and disadvantages.

Which is best for you?

Compare these attitudes.

How is (something) different from (another thing)?

Examples

(Topic 177) A friend of yours has received some money and plans to use all of it either

- to go on a vacation
- to buy a car.

Your friend has asked you for advice. Compare your friend's two choices and explain which one you think your friend should choose. Use specific reasons and details to support your choice.

(Topic 4) It has been said, "Not everything that is learned is contained in books." Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important. Why?

Giving an explanation

In this essay, you must describe what something is, how it happened, why it occurs, or how it is different. You may have to tell why something is good or bad. You will have to establish criteria and use those criteria to make a judgement.

KEY WORDS OR PHRASES
Describe . . .
Explain . . .
What do you consider most important: (list)?
What have you learned by (doing something)?
Why do you think (something happens)?
What are the qualities of (something)?
Choose an event and tell why you enjoyed it.
How has (something) changed?
Why is (something) important?
How does (something) affect (something else)?
How is (something) different?

Examples

(Topic 152) Many parts of the world are losing important natural resources, such as forests, animals, or clean water. Choose **one** resource that is disappearing and explain why it needs to be saved. Use specific reasons and examples to support your opinion.

(Topic 1) People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.

Practice 1

Read the following essay topics. Choose which task you are to do.

1. If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.
(A) Make an argument (B) Give an explanation
2. Some people say that physical exercise should be a required part of every school day. Other people believe that students should spend the whole school day on academic studies. Which opinion do you agree with? Give reasons to support your answer.
(A) Make an argument (B) State a preference
3. Do you agree or disagree with the following statement? Playing a game is fun only when you win. Use specific reasons and examples to support your answer.
(A) Agree or disagree (B) State a preference
4. Think of the most important class you have ever taken. Why did you enjoy this class so much? Use specific reasons and details to explain your answer.
(A) Make an argument (B) Give an explanation
5. Do you agree or disagree with the following statement? Books are not needed any more because people can read information on computers. Use specific reasons and details to explain your answer.
(A) Make an argument (B) Agree or disagree
6. In the twentieth century, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your answer.
(A) State a preference (B) Give an explanation
7. Some items (such as clothes or furniture) can be made by hand or by machine. Which do you prefer—items made by hand or items made by machine? Use reasons and specific examples to explain your choice.
(A) State a preference (B) Make an argument
8. A gift (such as a soccer ball, a camera, or an animal) can contribute to a child's development. What gift would you give to help a child develop? Why? Use reasons and specific examples to support your choice.
(A) Give an explanation (B) Agree or disagree
9. Do you agree or disagree with the following statement? Universities should give the same amount of money to their students' sports activities as they give to their university libraries. Use specific reasons and examples to support your opinion.
(A) Agree or disagree (B) Make an argument
10. Some people prefer to spend most of their time alone. Others like to be with friends most of the time. Do you prefer to spend your time alone or with friends? Give reasons to support your answer.
(A) State a preference (B) Make an argument

STEP 3: WRITE YOUR THESIS STATEMENT

In order to write a good essay, you must clearly state your thesis. Every essay must have a thesis. The thesis is the main idea of your essay. A thesis statement focuses the direction of the topic and helps the reader understand what you want to say. It tells the reader what your topic is.

Look at these example topics to see how different thesis statements can come from the same topic.

Topic 99

You have been told that dormitory rooms at your university must be shared by two students. Would you rather have the university assign a student to share a room with you, or would you rather choose your own roommate? Use specific reasons and details to explain your answer.

Thesis statement A

Since I do not get along well with many people, I prefer to choose my own roommate.

From this statement, we can presume that the writer will discuss why s/he has difficulty having friendly relationships with people.

Thesis statement B

The opportunity to meet new people is an important benefit of a university education, so I believe it is better to let the university choose my roommate for me.

From this statement, we can presume the writer will discuss the benefits of meeting new people at a university.

A thesis statement must be on the topic. Pay close attention to what the topic asks you to do.

Topic 95

Some people think governments should spend as much money as possible exploring outer space (for example, traveling to the moon and to other planets). Other people disagree and think governments should spend this money for our basic needs on Earth. Which of these two opinions do you agree with? Use specific reasons and details to support your answer.

Thesis statement A

The moon is a better place to explore because it is nearer than the planets.

This thesis statement is NOT a good thesis statement for this topic. It takes two of the words from the topic and writes about exploration possibilities. The topic, though, is how best to spend limited resources: on space exploration or on needs on Earth. This thesis statement is off topic.

Thesis statement B

While there is still hunger, poverty, and illiteracy on Earth, our resources should be focused here and not in outer space.

From this statement, we can presume the writer will discuss why hunger, poverty, and illiteracy on earth are more worthy of attention than space exploration.

Thesis statement C

Gaining psychological and scientific knowledge through space exploration will benefit us more than trying to solve problems here on Earth.

From this statement, we can presume the writer will discuss in detail the psychological and scientific benefits that we receive from space exploration.

Practice 2

Choose the thesis statements that are appropriate to the topic. There can be more than one possible answer.

1. What is one of the most important decisions you have made? Why was this decision important? Use specific reasons and details to explain your answer.
 - (A) Decisions are important because without them nothing would get done.
 - (B) Deciding to leave home to attend school in the US has been so far the most important decision I've made.
 - (C) Although my parents wanted me to study medicine, I knew that I should follow my heart and get a degree in nuclear physics.

2. Someone who was considered an educated person in the past (for example, in your parents' or grandparents' generation) would not be considered an educated person today. Do you agree or disagree? Use specific reasons and examples to support your answer.
 - (A) If you define education as earning degrees, then I would have to agree that today people are more educated than they were in the past.
 - (B) It was more difficult to get an education in the past since there weren't as many schools.
 - (C) Both my grandfather and my grandmother attended university which is where they met.

3. Many people visit museums when they travel to new places. Why do you think people visit museums? Use specific reasons and examples to support your answer.
 - (A) New museums are opening in almost every city in the world.
 - (B) Museums hold the historic and artistic record of a region, so visiting museums is the best way to understand a new place.
 - (C) Travelers want to see in person famous works of art that they have only seen in books so they head to museums when in new cities.

4. In the future, students may have the choice of studying at home by using technology such as computers or television or of studying at traditional schools. Which would you prefer? Use reasons and specific details to explain your choice.
 - (A) Interaction with my fellow students is important to me so I would prefer to study in a more traditional setting.
 - (B) Computers and television are two examples of technology that will change a lot in the future.
 - (C) The advantages of studying what you want, when you want, and where you want do not, for me, outweigh the disadvantages of using technology for home education.

5. In general, people are living longer now. How will this change affect society? Use specific details and examples to develop your essay.
 - (A) People are living longer now because of improvements in medical care.
 - (B) As the majority of our population becomes older, our communities will have to shift their focus from providing services to the young, like schools, to services to aging adults, like medical care.
 - (C) Society has been around a long time and it is always changing.

Free Practice

Do any or all of the following activities on your own or in a group. There are no answers provided.

1. Write your own thesis statement for the five topics above.
2. Look at the Model Essays in the Appendix. Note whether each topic is Agreeing or Disagreeing (AD), Stating a Preference (PR), Giving an Explanation (EX), or Making an Argument (MA).
3. Write essays on the above topics.



ORGANIZING THE ESSAY

STEP 4: MAKE NOTES ABOUT YOUR GENERAL IDEA

To write a good essay, you must organize your thoughts before you write. First, of course, you must have some thoughts. You must have an opinion about a subject. Your opinion about a subject is the thesis of your essay.

Concept maps will help you organize the topic. Use a concept map to make notes. There are many different types of concept maps. We will discuss five in this chapter. Some of them are more appropriate for certain topics. Some are appropriate for all topics. Use the one that works best for you.

Concept Map	Topic
Web	All topics
Fish bone	All topics
Venn Diagram	Stating a preference
Matrix	All topics
NPR	Making an argument

STEP 5: EXPAND YOUR NOTES TO INCLUDE SPECIFIC DETAILS

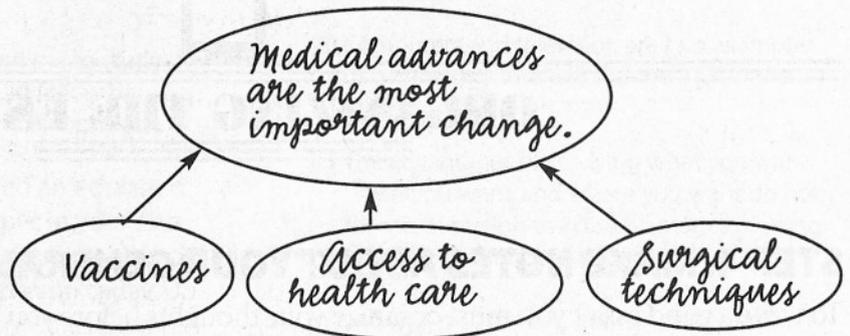
Regardless of its shape, each concept map has three components: the thesis statement, some general ideas, and some supporting details. As a rule, you should try to have three general ideas per essay and at least two supporting details per general idea. This will vary according to your topic and the way you choose to organize your topic.

Web

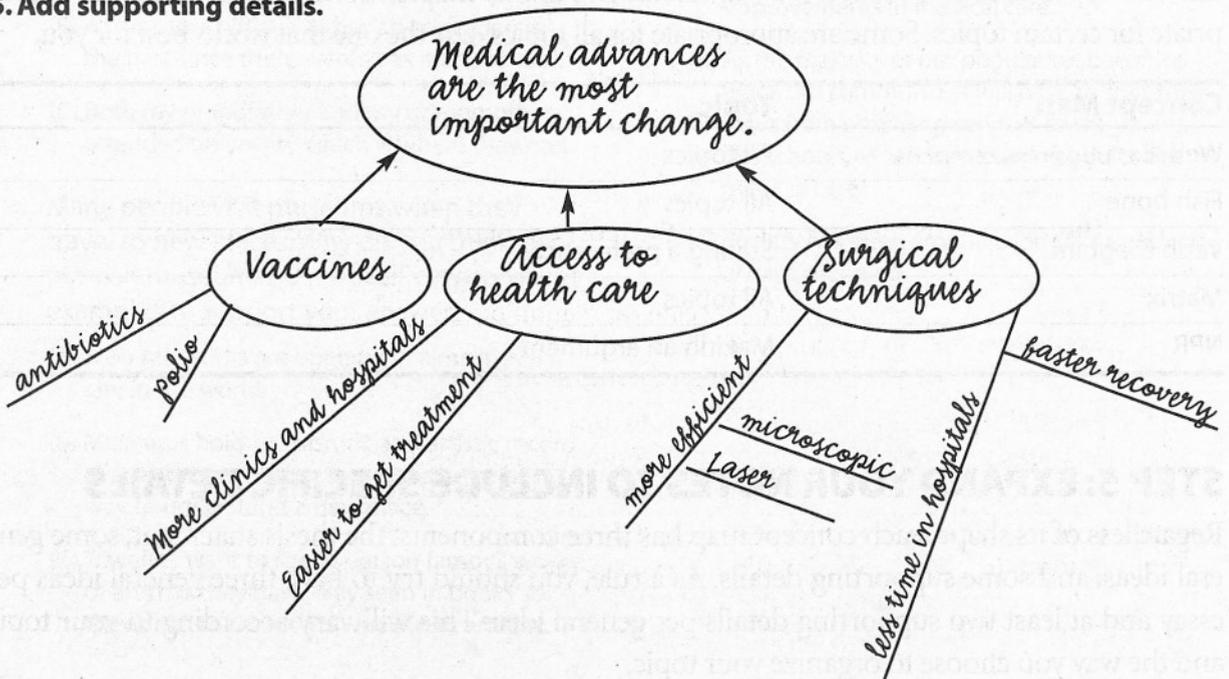
The web concept map is like a spider web. Many ideas are linked by a common thread.

- 1. **Read the topic.** (Topic 159) 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.
- 2. **Identify the task.** Explanation
- 3. **Write a thesis.** Medical advances are the most important change.

4. Add general ideas.



5. Add supporting details.



Essay Topic 159

Compare the web concept map with this essay.

Medical Advances: An Important Change of the Twentieth Century

There were many important changes, both technological and cultural, during the twentieth century. In my opinion, the most important of these is the advances that were made in medical science. The development of vaccines and antibiotics, increased access to health care, and improvements in surgical techniques are all things that improved, and saved, the lives of people all around the world.

Vaccines and antibiotics have saved the lives of many people. Fifty years ago, many people became crippled or died from polio. Now the polio vaccine is available everywhere. In the past, people could die from even simple infections. Now penicillin and other antibiotics make it easy to cure infections.

Increased access to health care has also improved the lives of millions of people. In the past, many people lived far from hospitals or clinics. Now hospitals, clinics, and health centers have been built in many parts of the world. More people have the opportunity to visit a doctor or nurse before they become very sick. They can be treated more easily. They are sick less and this leads to a better quality of life.

Improved surgical techniques make it easier to treat many medical problems. Microscopic and laser surgery techniques are more efficient than older methods. It is easier for the doctor to perform them, and easier for the patient to recover. Surgery patients can return to their normal life more quickly now than they could in the past.

Everybody needs good health in order to have a good quality of life. Advances in medical science have improved the lives of people all around the world. They are improvements that are important to everyone.

Essay Organization

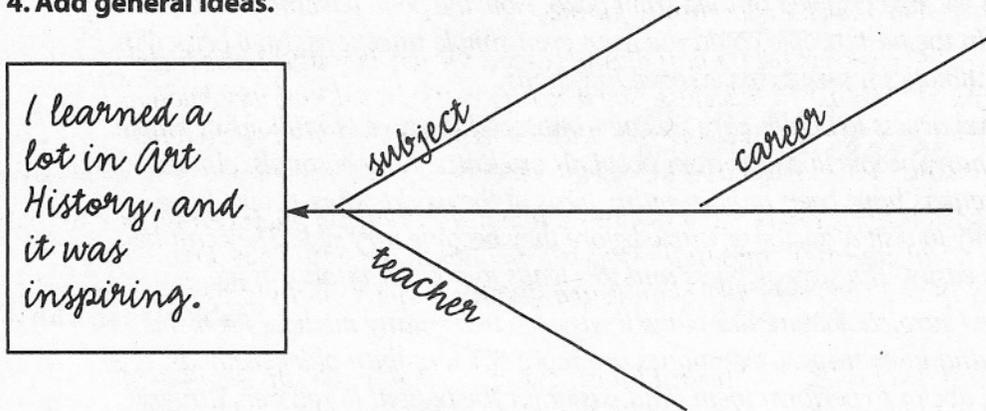
Theme:	Medical advances are the most important change of the twentieth century.
Point 1:	Development of vaccines and antibiotics
Examples:	Polio vaccine saves lives Penicillin and other antibiotics save lives
Point 2:	Increased access to health care
Examples:	Hospitals, clinics, health centers were built People are sick less because it's easier to get treatment
Point 3:	Improvements in surgical techniques
Examples:	Microscopic and laser surgery are easier to perform Patients recover faster

Fish bone

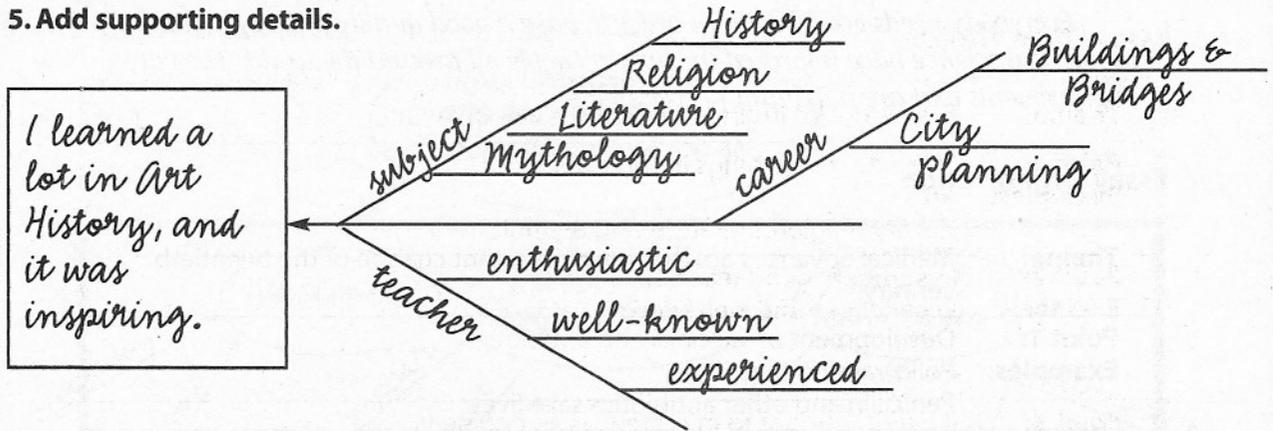
The fish bone concept map looks like a fish skeleton. The supporting reasons and specific examples point to the main idea.

- 1. Read the topic.** Think of the most important class you have ever taken. Why did you enjoy this class so much? Use specific reasons and details to explain your answer.
- 2. Identify the task.** Explanation
- 3. Write a thesis.** I learned a lot in Art History, and it was inspiring.

4. Add general ideas.



5. Add supporting details.



Essay

Compare the fish bone concept map with this essay.

Art History

Even though I am an engineer, I have to say that Introduction to Art History is the most important class I have ever taken. In this class I had the opportunity to learn new things, not only about art, but about other areas as well. I had a teacher who inspired me. And, believe it or not, it was important to my career as an engineer.

Art history should be a required course for everyone because it teaches you about so many things. I learned not only about art, but also about history, religion, literature, and mythology. These are subjects I didn't learn about in my engineering classes, so it was a wonderful opportunity for me.

Of course, the most important part of any class is the teacher, and I was lucky to have a very good teacher in this class. She was very experienced and well known in her field. She was enthusiastic about art, and she was able to make her students enthusiastic about it too. She inspired me to learn more.

Studying art history taught me some things about the history of engineering. In old paintings, I saw how buildings and bridges were built in the past. I saw how cities were planned. I realized that I could learn about my own field in different ways.

I learned a lot of things in my art history class. I learned about art, about engineering, and about other things I hadn't imagined. Both the subject and the teacher inspired me to expand my mind. I am very glad that I took this class.

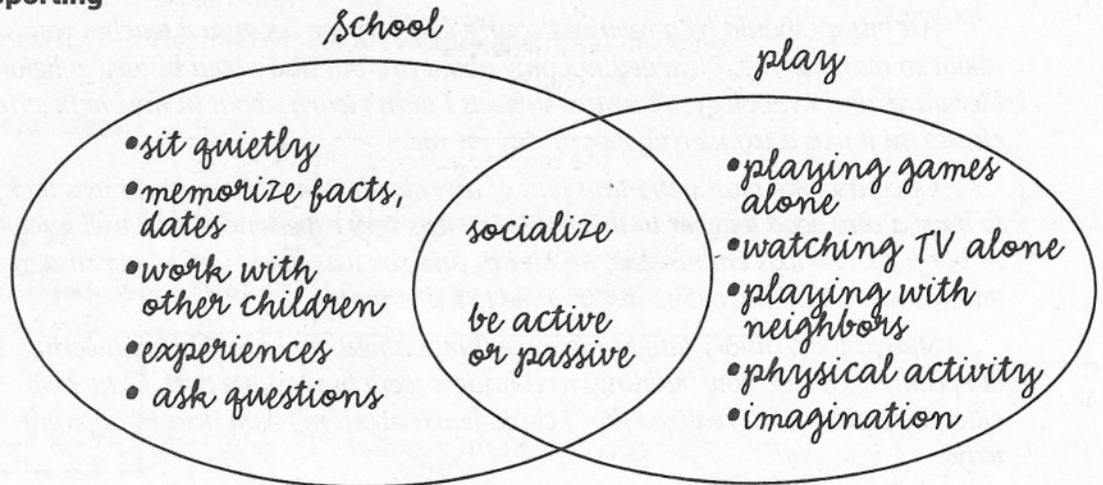
Essay Organization

Theme:	I learned a lot in Art History, and it was inspiring.
Point 1:	I learned many things in this class.
Examples:	Art History, religion, literature, and mythology
Point 2:	I had a very good teacher.
Examples:	Experienced and well known Enthusiastic Inspiring
Point 3:	It was important to my career as an engineer.
Examples:	I learned how bridges and buildings were built in the past. I learned how cities were planned in the past.

Venn Diagram

The Venn Diagram is most appropriate for comparing and contrasting two issues. The circles represent the qualities of each issue. Where they overlap in the center represents where they are similar. Usually, the center contains the general ideas and the outside sections contain the specific differences. A Venn Diagram is often not as complete as a web. The topics are not as fully developed.

- 1. Read the topic.** (Topic 112) Some people think that children should begin their formal education at a very early age and should spend most of their time on school studies. Others believe that young children should spend most of their time playing. Compare these two views. Which view do you agree with? Why?
- 2. Identify the task.** Stating a preference
- 3. Write a thesis.** Children can learn at school and at play.
- 4. Add general ideas.** Socialize and competition
- 5. Add supporting details.**



Essay Topic 112

Compare the Venn Diagram with this essay.

Educating Children

Should a child spend more time on school studies or more time on play? The answer to this question depends on the quality of the school and the quality of the play. Wherever children spend their time, they should be active participants, not passive observers.

Not all schools are the same. In some schools, children must sit quietly all day and memorize dates and facts. In other schools, children are encouraged to participate in different kinds of activities. They are encouraged to ask questions, to interact with other children, and to experience things.

Not all children play the same way. Some children prefer to watch TV or video games. Other children enjoy games that involve physical activity, using their imagination, or playing with other children.

Not all children are the same, but all children have the same requirements for learning. They learn when their minds and their bodies are active. They learn when they socialize with other children. They can do these things during school time or during play time. It doesn't matter when or where they do these things. It only matters that they do them.

Children can learn a lot from formal education and they can learn a lot from play. Parents need to make sure that the time their children spend in school is quality time. They need to make sure that the time their children spend at play is also quality time. Then they can feel assured that their children are getting the experiences they need to learn and grow.

Essay Organization

Theme:	Children can learn at school and at play if they are active participants.
Point 1:	Children can be either passive or active at school.
Examples:	Sit quietly and memorize Participate in learning activities Interact with other children
Point 2:	Children can be either passive or active at play.
Examples:	Watch TV or play video games Participate in physical activities Interact with other children Use the imagination
Point 3:	All children have the same requirements for learning.
Examples:	Mentally active Physically active Socialize with other children

Matrix

The matrix is useful for categorizing and classifying qualities. It can be used for all topics.

1. **Read the topic.** (Topic 119) Do you agree or disagree with the following statement? People behave differently when they wear different clothes. Do you agree that different clothes influence the way people behave? Use specific examples to support your answer.
2. **Identify the task.** Agreeing or disagreeing
3. **Write a thesis.** Clothes make people behave differently because of other people's reactions.

4. **Add general ideas.**

	<i>Reaction</i>	
	<i>Friend</i>	<i>Stranger</i>
<i>Office Setting</i>		
<i>Non-office</i>		

5. **Add supporting details.**

	<i>Reaction</i>	
	<i>Friend</i>	<i>Stranger</i>
<i>Office Setting</i>	<i>Business dress/ uniform</i>	<i>Business dress/ uniform</i>
<i>Non-office</i>	<i>Casual/formal</i>	<i>Neat and clean/ Old and dirty</i>

Essay Topic 119

Compare the matrix with this essay.

You Aren't What You Wear

People behave differently depending on what they are wearing. The reason is not because they have changed, but because people's reactions to them have changed. Strangers react to your appearance because it is all they know about you. A friend may be influenced by your dress also, if it is inappropriate for a situation. In addition, appearance is almost always important at work.

Strangers can only judge you by the clothes you wear. Once I was wearing an old army coat. I went into a fancy candy shop to buy some chocolates. The woman saw my coat and was very suspicious of me. Because of the woman's negative reaction to me, I acted more politely than usual. The woman reacted to my clothes and that made me behave differently.

With friends clothes are less important because friends know more about you. However, friends can also react to you because of your clothes. Imagine you arrive at a friend's party. Everyone is wearing formal clothes and you are wearing casual clothes. You might have a good reason for this mistake, but your friend will still be disappointed. You will probably feel uncomfortable all evening because you disappointed your friend and because you are dressed differently from everyone else.

Certain clothes are appropriate for certain jobs. For example, business clothes are appropriate for some jobs, uniforms are appropriate for others. If you are not dressed appropriately for your job, clients and co-workers take you less seriously. You might begin to take yourself less seriously also, and your work could suffer. On the other hand, if you are wearing the right clothes, people will have confidence that you are the right person for the job, and you will feel this way, too.

Clothes don't change you into a different person, but they can make you behave differently. If you are dressed inappropriately for a situation, people will react to you in a different way. This reaction can, in turn, change your behavior. If you want good reactions from people, make sure to dress appropriately for every situation.

Essay Organization

Theme:	Clothes make people behave differently because of other people's reactions.
Point 1:	Strangers react to your clothes.
Example:	Experience of wearing an old coat in a fancy store
Point 2:	Friends sometimes react to your clothes.
Example:	Casual clothes at a formal party
Point 3:	Appearance is important at work.
Examples:	Inappropriate dress Appropriate dress

NPR

NPR is like a matrix and is also useful for categorizing and classifying qualities. It is most appropriate for making an argument. NPR stands for Now (topic the way things are now); Proposed (what we propose to change); and Reason (why we make this proposition).

- 1. **Read the topic.** (Topic 147) Your school has received a gift of money. What do you think is the best way for your school to spend this money? Use specific reasons and details to support your choice.
- 2. **Identify the task.** Making an argument
- 3. **Write a thesis.** New equipment is needed.

	<i>N - Now</i>	<i>P - Proposed</i>	<i>R - Reason</i>
4. Add general ideas.	<i>Old school</i>	<i>New Equipment</i>	<i>Better environment</i>
5. Add supporting details.	<i>Old classroom fixtures Shortage of desks</i>	<i>More desks, chairs, chalkboards, bookshelves, cabinets</i>	<i>Improved learning Long-lasting Attractive for community</i>

Essay Topic 147

Compare the NPR concept map with this essay.

Our school has many needs, but I think the best way to spend a gift of money is on new classroom equipment. Our school is old. We don't have enough desks and chairs for all the students and our classroom furniture is out of repair. If we buy new equipment, the students will feel better and want to work hard. The community will take pride in our school. New equipment will last a long time, so we will feel the benefit of the gift for many years.

It is hard for students to study when there aren't enough chairs in the classroom. It is hard for them to use old, broken blackboards. It is hard when there aren't good bookshelves and cabinets to organize the classroom supplies. With new equipment students will feel like school is a nice place to be. They will feel like the teachers care about them. They will be motivated to study harder and do the best job they can.

It is hard for the community to feel proud of a school that looks old and broken. If members of the community visit the school and see new classroom equipment, they might feel better about the school. They might say, "This school has improved, and we can improve it more." They might be motivated to contribute money and volunteer time to further improve the school. Every school is better when community members become involved. New equipment can help motivate them.

We could spend the gift money on educational trips for the students. We could spend it on supplies like paper and pencils or on books. All these things are important for education, but they don't last. Students this year will benefit, but students five years from now won't. Classroom equipment, on the other hand, lasts many years. If we spend the money on equipment, students will benefit for many years to come.

New classroom equipment will motivate both students and community members to improve their participation in school. Everyone will benefit from new equipment now and in the future as well. Therefore, I think this is one of the best ways we can spend a gift of money to our school.

Essay Organization

Theme:	New classroom equipment is the best way to spend a gift of money to our school.
Point 1:	New equipment will motivate students to study harder.
Examples:	Old equipment makes it hard to study New equipment makes the students feel comfortable and important
Point 2:	New equipment will motivate community members to be involved in the school.
Examples:	They are embarrassed by an old, broken school They want to contribute to an improved school
Point 3:	Classroom equipment will provide a lasting benefit.
Examples:	The school can benefit from field trips and supplies for only a short time The school can benefit from classroom equipment for many years

Practice 3

Look at the concept map. Read the essay. Complete the missing parts of the map.

- 1. Read the topic.** You have been asked to suggest improvements to a park that you have visited. This might be a city park, a regional park, or a national park. What improvements would you make? Why? Use specific reasons and examples to support your recommendations.
- 2. Identify the task.** Making an argument
- 3. Write a thesis.** Improve the city park to encourage community members to use it.

	<i>N - Now</i>	<i>P - Proposed</i>	<i>R - Reason</i>
4. Add general ideas.	<i>Decay</i>	<i>Repair</i>	<i>Community feeling</i>
5. Add supporting details.	<i>playground benches (5.1) <u>weeds</u></i>	<i>new swings, picnic (5.2) _____, and benches new flowers</i>	<i>(5.3) _____ fun relaxing</i>

Essay

Compare the NPR with this essay.

City Park for the City

Forty years ago people left the city and moved to the suburbs. They left behind what was once a green oasis in the center of the city, City Park. Where children used to play, there is now broken glass. Where their parents gossiped and watched their children play, there are now decayed benches. Where flowers bloomed every season, there are now just weeds. I want to bring this park back to life and encourage people to return to the city again to enjoy it.

The improvements I would propose are simple and relatively inexpensive. First, we have to clean up the park. Volunteer groups can bring rakes and brooms and pick up the trash that litters the playgrounds and the grass.

Second we have to add things that will make the park a place to come to. Swings and sandboxes for the children. Picnic tables and benches for families. Perhaps we can encourage food vendors to open a snack bar.

Third, we need to make the park beautiful again. Our volunteer groups can bring their trowels and their hoes. They can plant flowers and trim shrubs. They can cut the grass and pull the weeds. When more people return to use the park, the city can take over these chores.

People are returning to live in the city. We need to provide them a place that is safe, fun, and relaxing. We need the park to give us a sense of community.

Essay Organization

Theme:	Improving the park will encourage community members to use it.
Point 1:	Community volunteers can clean up the park.
Example:	Pick up the trash
Point 2:	New equipment will make it nicer to use the park.
Examples:	Swings and sandboxes Picnic tables Snack bar
Point 3:	Community volunteers can make the park beautiful.
Examples:	Plant flowers Cut grass Pull weeds

Practice 4

Look at the concept map. Read the essay. Complete the missing parts of the map.

1. **Read the topic.** (Topic 118) Some people enjoy change, and they look forward to new experiences. Others like their lives to stay the same, and they do not change their usual habits. Compare these two approaches to life. Which approach do you prefer? Explain why.
2. **Identify the task.** Stating a preference
3. **Write a thesis.** Your routine is determined by your circumstances.

	<i>When I was young</i>	<i>Now I have a family</i>	<i>Advantages of routine</i>
4. Add general ideas.	<i>Enjoy change</i>	<i>Routine</i>	<i>Security</i>
5. Add supporting details.	<i>no responsibilities</i> (5.1) _____ <i>take off with friends</i> <i>day-to-day decisions</i> _____ (5.2) _____ <i>meet new and interesting people, and learn a lot about life</i>	<i>8 p.m.: bathe children</i> <i>put in pajamas</i> (5.3) _____ <i>9 p.m.: put to sleep</i>	<i>friends know schedule;</i> (5.4) _____ <i>security</i>

Essay Topic 118

Compare the matrix with this essay.

My Routine

It is true that some people prefer things to stay the same while others prefer change. My preference is to establish a routine and follow it, although this has not always been true of me. My circumstances have changed since I was young.

When I was younger, I enjoyed change. During school vacations I was free from responsibility. I would travel, go away with friends at a moment's notice, and make decisions from day to day. In this way, I could have lots of new experiences, meet new and interesting people, and learn a lot about life.

These days, I enjoy following a routine. It makes my life easier because I am the mother of two small children. Their lives are happier if I don't upset their schedules too much. For example, we give the children a bath every night at 8:00, put them in their pajamas, read them stories, and put them to bed by 9:00. It is not always convenient to do this, but everyone in the family is happier when we follow our routine. In addition, our friends know when we are free, which makes visiting easier.

In conclusion, my preferences have changed with the circumstances of my life. Now, my family's needs force me to have a routine. The stability of a household routine is better for me now, even though I preferred the excitement and adventure of change when I was young. I think the people you spend your time with often dictate your lifestyle.

Essay Organization

Theme:	My routine has changed with my circumstances.
Point 1:	When I was young, I liked change.
Examples:	Travel with friends at moment's notice Have new experiences Meet new people Learn about life
Point 2:	Now I prefer routine.
Examples:	My children need routine It is easier to see friends

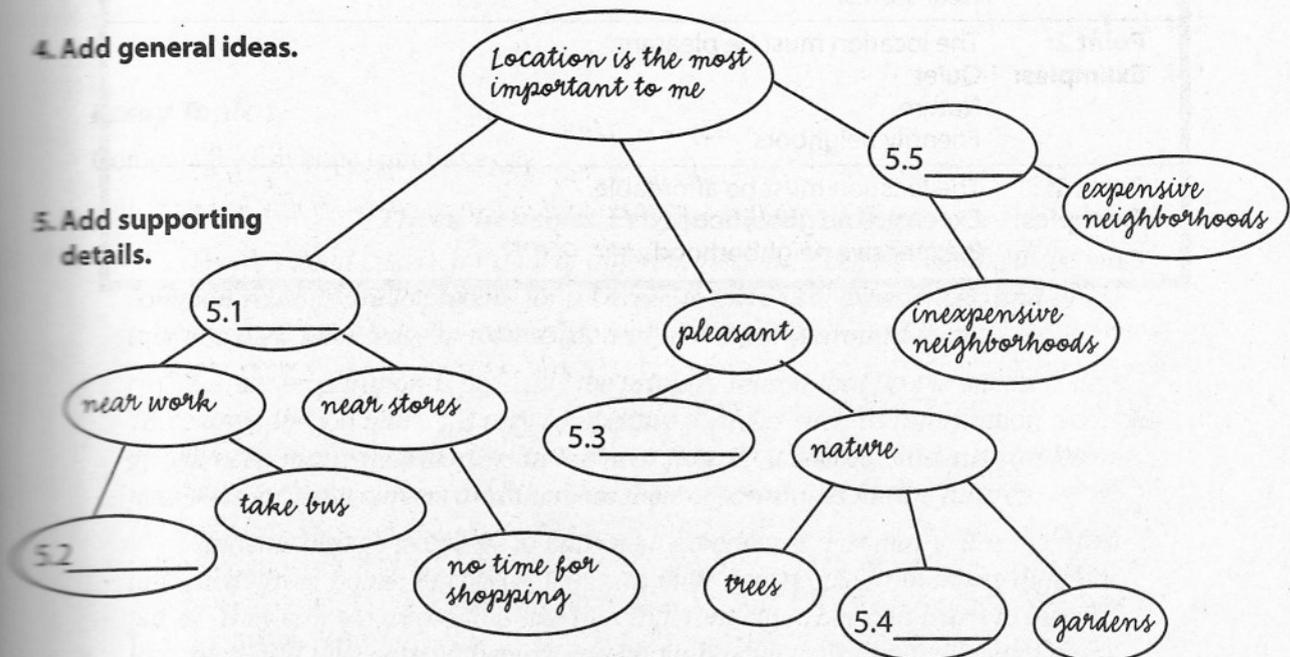
Practice 5

Look at the concept map. Read the essay. Complete the missing parts of the maps.

- 1. Read the topic.** When choosing a place to live, what do you consider most important: location, size, style, number of rooms, types of rooms, or other features? Use reasons and specific examples to support your answer.
- 2. Identify the task.** Giving an explanation
- 3. Write a thesis.** The most important thing for me is location.

4. Add general ideas.

5. Add supporting details.



Essay

Compare the web concept map with this essay.

House Hunting

When choosing a place to live, I look at several things. I need to consider price, size, and type of housing. However, the most important thing of all is location. I look for a house in a convenient and pleasant neighborhood that has rents I can afford to pay.

My apartment must be conveniently located. I don't have a car, so I want to live near my job. I want to be able to walk or take the bus to work. I don't have a lot of time for shopping, so I want to live near stores, too.

I want to live in a pleasant neighborhood. I like quiet areas with little traffic. I like to have nature around me, so I prefer a neighborhood with a lot of trees, gardens, and maybe even a park. Most of all, I want to have friendly neighbors.

Some neighborhoods are more expensive than others. I have to look for my apartment in neighborhoods that aren't too expensive. Some neighborhoods are very beautiful, but if the rents are too high, I can't afford to live there. If I only look in areas of the city that have affordable rents, I won't be disappointed.

The size of my apartment or the style of the building aren't important to me. I don't care if my apartment is small or if the building is old and in need of repair. If I can find an affordable place to live in a convenient and pleasant location, then I will have everything I need.

Essay Organization

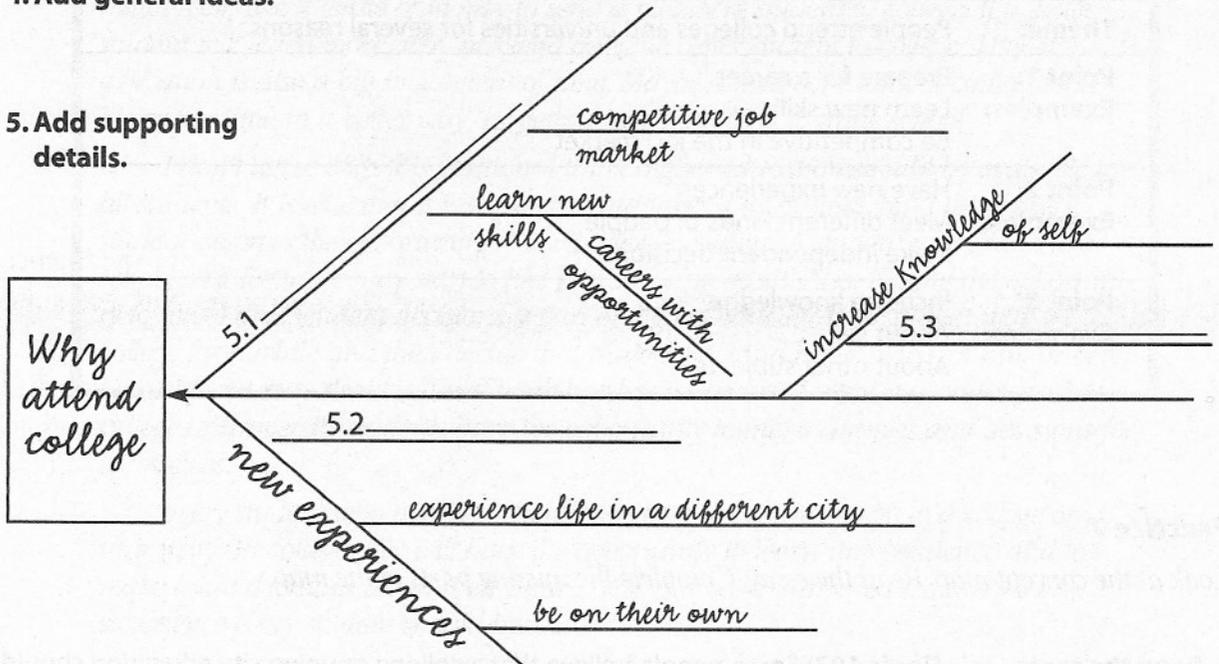
Theme:	The most important thing for me is location.
Point 1:	The location must be convenient.
Examples:	Near work Near stores
Point 2:	The location must be pleasant.
Examples:	Quiet Nature Friendly neighbors
Point 3:	The location must be affordable.
Examples:	Expensive neighborhoods Inexpensive neighborhoods

Practice 6

Look at the concept map. Read the essay. Complete the missing parts of the maps.

1. **Read the topic.** (Topic 1) People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do **you** think people attend college or university? Use specific reasons and examples to support your answer.
2. **Identify the task.** Giving an explanation
3. **Write a thesis.** The three most common reasons are to prepare for a career, to have new experiences, and to increase their knowledge of themselves and the world around them.
4. **Add general ideas.**

5. **Add supporting details.**



Essay Topic 1

Compare the fish bone with this essay.

Three Reasons People Attend College

People attend college for a lot of different reasons. I believe that the three most common reasons are to prepare for a career, to have new experiences, and to increase their knowledge of themselves and of the world around them.

Career preparation is probably the primary reason that people attend college. These days, the job market is very competitive. Careers such as information technology will need many new workers in the near future. At college, students can learn new skills for these careers and increase their opportunities for the future.

Students also go to college to have new experiences. For many, it is their first time away from home. At college, they can meet new people from many different places. They can see what life is like in a different city. They can learn to live on their own and take care of themselves without having their family always nearby.

At college, students have the opportunity to increase their knowledge. As they decide what they want to study, pursue their studies, and interact with their classmates, they learn a lot about themselves. They also, of course, have the opportunity to learn about many subjects in their classes. In addition to the skills and knowledge related to their career, college students also have the chance to take classes in other areas. For many, this will be their last chance to study different subjects.

Colleges offer much more than career preparation. They offer the opportunity to have new experiences and to learn many kinds of things. I think all of these are reasons why people attend college.

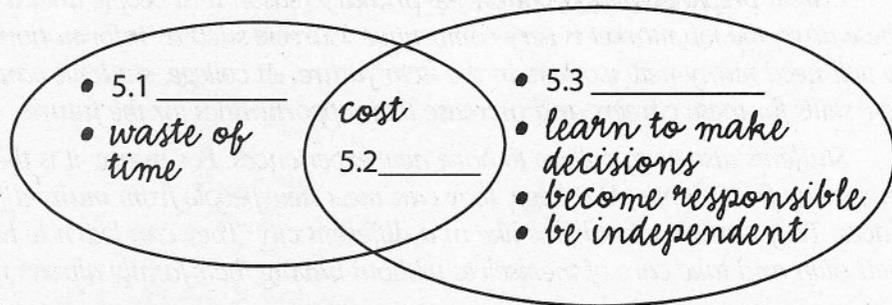
Essay Organization

Theme:	People attend colleges and universities for several reasons.
Point 1:	Prepare for a career
Examples:	Learn new skills Be competitive in the job market
Point 2:	Have new experiences
Examples:	Meet different kinds of people Make independent decisions
Point 3:	Increase knowledge
Examples:	About self About other subjects

Practice 7

Look at the concept map. Read the essay. Complete the missing parts of the map.

1. **Read the topic.** (Topic 107) Some people believe that a college or university education should be available to all students. Others believe that higher education should be available only to good students. Discuss these views. Which view do you agree with? Explain why.
2. **Identify the task.** Stating a preference
3. **Write a thesis.** Higher education should be available to all students.
4. **Add general ideas.** *cost* *time*
5. **Add supporting details.** *Not for poor* *Open to all*



Essay Topic 80

Compare the Venn Diagram with this essay.

Higher Education: Open to All Students or Not?

Some people believe that only the best students should go to a college or university, but I don't. Academics are not the only purpose of a university education. Another important goal is to learn about yourself. When you are separated from your parents, you have to learn to be independent and make decisions about your future. I believe every student should have the opportunity to have this kind of experience.

I can understand why some people think that a college or university education should be available only to good students. Higher education is very expensive. It might seem like a waste of money to send a mediocre student to college. If a better student will learn more, why not send only the better student to college? Higher education is also a big investment of time. Maybe a mediocre student could spend his or her time in a better way, by getting a job or going to trade school.

I don't agree with this position. I think higher education should be available to all students. It is true that it is expensive and takes a lot of time, but I think every student deserves the opportunity to try it. People change. A student who didn't like school as a teenager may start to like it as a young adult. Also, having the opportunity to make independent decisions is part of a good education. A student may try college for a while and then decide that trade school is a better place for him or her. Or a student may decide, "I will work hard now because I want a good future." At a college or university students have the opportunity to make changes and decisions for themselves.

Every student who wants to should be given the chance to go to a college or university. In college they will have the opportunity to learn independence and to make adult decisions about their future. This is a basic part of education and an experience every student should have.

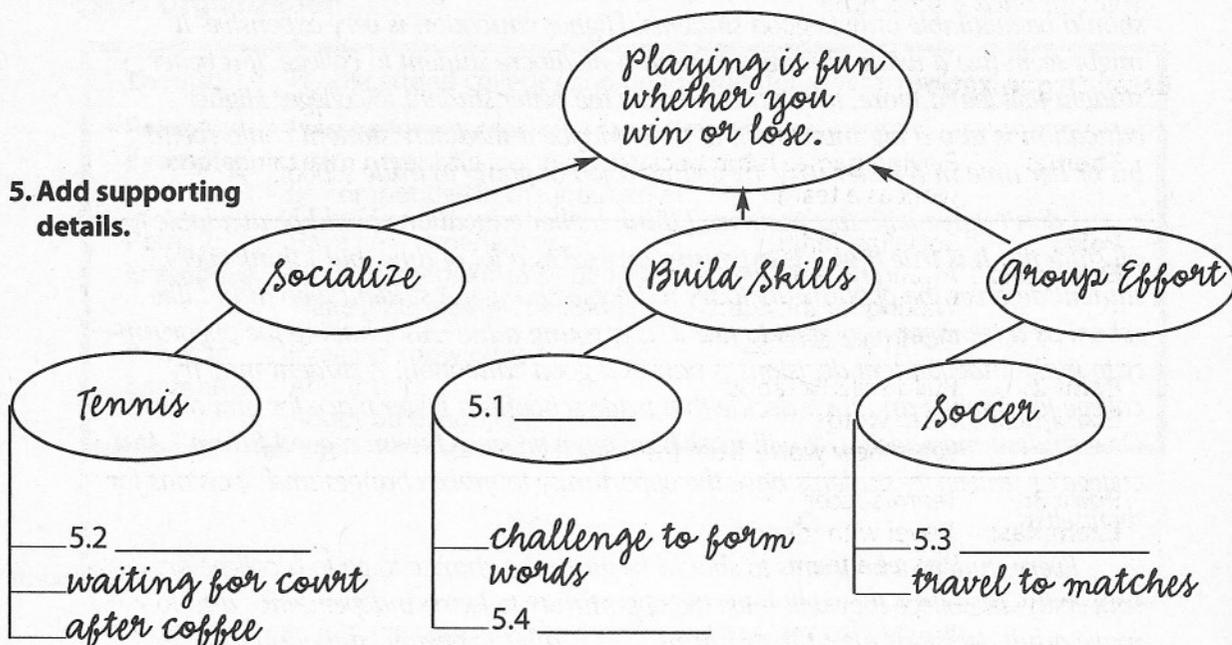
Essay Organization

Theme:	Higher education should be available to all students.
Point 1:	Some people think higher education should be available only to good students.
Examples:	Money Time
Point 2:	Higher education is good for all students.
Examples:	People change Opportunity to make decisions

Practice 8

Look at the concept map. Read the essay. Complete the missing parts of the map.

1. **Read the topic.** (Topic 136) Do you agree or disagree with the following statement? Playing a game is fun only when you win. Use specific reasons and examples to support your answer.
2. **Identify the task.** Giving an explanation
3. **Write a thesis.** I have fun playing all games because it gives me time to be with friends, learn new things, and work with others as a team.
4. **Add general ideas.**

**Essay Topic 136**

Compare the web concept map with this essay.

Playing to Have Fun

I agree with the old saying, "It's not whether you win or lose, it's how you play the game." I have fun playing all games because they give me time to be with my friends, learn new things, and work as a team.

Tennis is one game that I enjoy. It's a great opportunity to socialize. First, I have to talk to my partner in order to arrange a time to play a game. We also talk about other things at the same time. We have another opportunity to talk while we are waiting for the tennis court to be free. After the game, we almost always go out for coffee and talk some more. We often don't even talk about tennis. The game is just an excuse for us to get together.

The board game Scrabble provides a good opportunity to build my language skills. It's a challenge to try to form words from the letters that are in front of me. I always learn new words from my opponents, too. Often we don't even keep score when we play the game. We just enjoy being together and improving our English.

The game of soccer gives me the chance to be on a team. I like traveling with the group when we go to other schools to play games. I like learning how to play as a team. Our coach tells us that the most important thing is to play well together. It's also important to have fun. Winning is secondary.

I play games because they are fun. Playing games gives me the opportunity to do things that I enjoy and be with people that I like. You can't win every time, but you can always have fun.

Essay Organization

Theme:	Playing games is fun because I can socialize, learn new things, and work as a team.
Point 1:	Socialize/Tennis
Examples:	Arranging a time to play Waiting for the court Going out after game
Point 2:	Build skills/Scrabble
Examples:	Form words Learn new words from friends
Point 3:	Team/soccer
Examples:	Travel with friends Play as a team

Free Practice

Identify the tasks for the following topics. Create a concept map for each. On a separate sheet of paper, write an essay using the concept map as your guide. Compare your essays with those essays in the Model Essay section.

- (Topic 11)** Do you agree or disagree with the following statement? Universities should give the same amount of money to their students' sports activities as they give to their university libraries. Use specific reasons and examples to support your opinion.

Task: _____

Thesis statement: _____

Concept Map:

2. (Topic 9) Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Use specific reasons and details to support your answer.

Task: _____

Thesis statement: _____

Concept Map:

3. (Topic 7) How do movies or television influence people's behavior? Use reasons and specific examples to explain your answer.

Task: _____

Thesis statement: _____

Concept Map:

4. (Topic 149) Imagine that you have received some land to use as you wish. How would you use this land? Use specific details to explain your answer.

Task: _____

Thesis statement: _____

Concept Map:

5. (Topic 124) Do you agree or disagree with the following statement? It is more important for students to study history and literature than it is for them to study science and mathematics. Use specific reasons and examples to support your opinion.

Task: _____

Thesis statement: _____

Concept Map:

6. (Topic 154) In some countries, people are no longer allowed to smoke in many public places and office buildings. Do you think this is a good rule or a bad rule? Use specific reasons and details to support your position.

Task: _____

Thesis statement: _____

Concept Map:



SELF-TEST ESSAY #2

Write on the same topic as Self-test Essay #1. Plan, write, and revise an essay on that topic within 30 minutes. Use the space provided. Do NOT write in the shaded areas.

Divide your time like this.

PLAN	5 minutes	30:00 – 25:00
WRITE	20 minutes	25:00 – 05:00
REVISE	5 minutes	05:00 – 00:00

Topic Number: _____

PLAN

Concept Map

Thesis Statement

General Ideas

Supporting Details

REVISE**Proofing Checklist**

Reread your essay. Use this checklist as a guide.

✓	CONTENT
	Is there a thesis statement or introduction?
	Is there a topic sentence for each paragraph?
	Are there supporting details for each topic statement?
	Is there a conclusion?
✓	CLARITY
	Are there run-on sentences or sentence fragments?
	Are there misplaced modifiers or dangling modifiers?
	Are the structures parallel?
	Are there transition words?
	Are the sentences and paragraphs cohesive?
✓	PUNCTUATION AND SPELLING
	Are the paragraphs indented?
	Are there punctuation marks such as periods at the end of each sentence?
	Do all sentences begin with capital letters?
	Are all the words spelled correctly?



3

Writing the Essay

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DEVELOPING THE TOPIC

STEP 6: WRITE THE TOPIC SENTENCE FOR EACH PARAGRAPH

In the chapter on *Planning the Essay*, we learned about a thesis statement. A thesis statement tells the reader what the essay will be about. A topic sentence tells the reader what a paragraph will be about. A topic sentence can introduce the paragraph, or it can summarize what has been said in the paragraph. A topic sentence can be at the beginning, the middle, or the end of a paragraph.

When people start writing an essay without planning what they will say, the introduction usually has nothing to do with the essay. Some people write the body of an essay first; once they know what they have said, they go back and write the introduction. You don't have that time. You must plan in advance.

If you write a sentence for each of the general ideas in your concept map, you will have three to five topic sentences. These topic sentences will be used in the body of your essay and will be summarized in the introduction and conclusion. Learning to write a good topic sentence is important. If you think about the topic sentences that you want for each paragraph, your writing will be more coherent, and you will be able to write more quickly.

You must provide specific reasons to support the ideas in your essay. These phrases will often appear in the TOEFL Essay topic.

KEY PHRASES
Use specific reasons and examples to support your answer.
Use specific reasons and examples to support your opinion.
Use specific reasons and examples to develop your essay.
Use specific reasons and examples to explain your choice.
Give specific details to support your position.

All paragraphs contain a topic sentence supported by specific details. A topic sentence is usually a generalization.

Topic sentence:

Physical training is good for you.

Supporting details:

Physical activity improves blood circulation.

The brain needs oxygen to function.

You will be more alert in class.

The generalization is likely to be your opinion on the topic. You will need to support your opinion with details. Specific details give substance to your essay. They make it interesting and pertinent.

- Topic sentence:** I support the plan to build a new movie theater in my neighborhood.
- Supporting details:** The nearest movie theater is two miles away.
Restaurants will be built up around the theater.

Look at these examples.

Example from Topic 172

A school administrator should give new students a complete orientation to their school. She or he should take them on a tour of the school, showing them the classrooms, gym, computer lab, band room, and cafeteria. She or he should tell them about the history of the

school, its academic achievements, its seven athletic and debating teams. The administrator can talk to the students about what's expected of them in the classroom and what rules the school has.

Topic sentence:	A school administrator should give new students a complete orientation to their school.
Supporting details:	take students on tour of school
	tell about history of school
	talk to them about what's expected

In the above paragraph the topic sentence is about the school administrator's job to give an orientation to new students. The orientation includes a tour of the school, its history, and a discussion of what is expected of students.

Example from Topic 182

Everyone, children as well as senior citizens, can have important relationships with pets. Children who have dogs have the opportunity to learn responsibility while caring for them.

The elderly, who often feel lonely as they get older, are able to feel needed because they are caring for a dog that needs them.

Topic sentence:	Everyone, children as well as senior citizens, can have important relationships with pets.
Supporting details:	teaches children responsibility
	elderly take care of dogs who, in turn, need them.

Example from Topic 121

One should spend time getting to know people before judging them. I know that I do not always make the best first impression, even when I truly like the people I am with. We all

have bad days, and I wouldn't want to lose a job or a new friend simply because I picked out the wrong clothing or said the wrong thing.

Topic sentence:	One should spend time getting to know people before judging them.
Supporting details:	I don't always make the best first impression.
	We all have bad days.
	We all pick out the wrong clothing or say something wrong.

Practice 1

Read the following paragraphs. Write the topic sentence and the supporting details for each paragraph. You may have more or fewer than three supporting details.

1. Paragraph from Topic 148

Playing games also teaches us how to deal with other people. We learn about teamwork, if the game involves being on a team. We learn how to divide and assign tasks according to each person's skills. We learn how to get people to do what we want, and we learn that sometimes we have to do what other people want.

Topic sentence:	1.1
Supporting details:	1.2
	1.3
	1.4
	1.5

2. Paragraph from Topic 13

Cooking takes a lot of time. While the food might not actually be on the stove for very long, you also have to consider the time that is spent shopping for the food, cleaning and chopping it, and cleaning up the kitchen after it is cooked.

Topic sentence:	2.1
Supporting details:	2.2
	2.3
	2.4

3. Paragraph from Topic 7

Watching movies and television can be good for us. One thing they do is help us understand the world more. For example, seeing movies can expose us to people of different races and cultures that we don't see often. We can then overcome some prejudices more easily. Recently there have been more handicapped people in films, and this also helps prevent prejudice.

Topic sentence:	3.1
Supporting details:	3.2
	3.3
	3.4

4. Paragraph from Topic 29

Our planet gives us everything we need, but natural resources are not endless. Strip mining destroys whole regions, leaving bare and useless ground. Deforestation removes old growth trees that can't be replaced. Too much fishing may harm fish populations to the point where they can't recover.

Topic sentence:	4.1
Supporting details:	4.2
	4.3
	4.4

5. Paragraph from Topic 4

The most important lessons can't be taught; they have to be experienced. No one can teach us how to get along with others or how to have self-respect. As we pass from childhood into adolescence, no one can teach us the judgement we need to decide on how to deal with peer pressure. As we leave adolescence behind and enter adult life, no one can teach us how to fall in love and get married, or how to raise our children.

Topic sentence:	5.1
Supporting details:	5.2
	5.3
	5.4

STEP 7: WRITE THE INTRODUCTION

You need two things to write a good introduction. You need to have an opinion on the topic and you need to have topic sentences for each of the paragraphs. Your opinion will tell the reader what you think about the subject; the summary of the topic sentences will guide your reader through your essay.

Stating Your Opinion

The introduction to your essay should tell the reader what your opinion is on the topic. The TOEFL Essay is a personal essay. Your ideas on a topic are important. The readers are interested in what you have to say. There is, however, no right or wrong opinion. The readers look to see how you express your opinion whatever it is.

You can express your opinion by using set phrases or by varying the verbs, adjectives, and adverbs you use. On the TOEFL Essay, you must show semantic and syntactic variety in your language to score high. This section will help you give your writing more variety.

Set Phrases

KEY WORDS	
In my opinion	It is my opinion that
According to me	I believe
To my way of thinking	I think
In my view	It seems to me that
To me	It appears that
From my point of view	To my mind

Examples

In my opinion, university students must attend classes.

According to me, one must change with the times.

To me, there is nothing more important than good health.

It is my opinion that one learns by example.

It seems to me that a good neighbor is one who respects your privacy.

It appears that all the information one needs is available on computer.

Practice 2

Give your opinion about these topics. Use the phrases suggested.

1. People's lives (are/are not) easier today.

In my opinion *people's lives are easier today.*

2. Most people (prefer/do not prefer) to spend their leisure time outdoors.

It seems to me that _____

3. An apartment building (is/is not) better than a house.

To my mind _____

4. It (is/is not) good that English is becoming the world language.

From my point of view _____

Verbs

You can use different verbs to show how strongly you feel about something. *Believe* and *think* are the most common verbs used to express a personal opinion.

KEY WORDS	
Agree	Infer
Believe	Realize
Guess	Suppose
Hope	Think
Imagine	Understand

Examples

I agree that studying science is more important than studying literature.

I hope that people remember the special gifts I gave them.

I infer from their actions that most youth feel they have nothing to learn from older people.

I understand why people like to work with their hands.

Practice 3

Give your opinion about these topics. Use the verbs suggested.

1. High schools (should/should not) allow students to study what they want.

I believe that _____

2. It is better to be a (leader/member) of a group.

I guess that _____

3. People (should/should not) do things they do not enjoy doing.

I agree that _____

4. I would rather have the university (assign/not assign) me a roommate.

I suppose that _____

Adjectives

You can use different adjectives to show how strongly you feel about something.

KEY WORDS	
Certain	Positive
Convinced	Sure

Examples

I am certain that movies influence people's behavior.

I am convinced that having a pet can contribute to a child's development.

Practice 4

Give your opinion about these topics. Use the adjectives suggested.

1. Children (should/should not) spend a great amount of time practicing sports.

I am sure that _____

2. A shopping center in my neighborhood (will/will not) be a benefit to our community.

I am positive that _____

Adverbials

You can use different adverbials to qualify your opinion. These adverbials show how strongly you feel about something.

KEY WORDS		
Seemingly	Maybe	Almost
Conceivably	Probably	Doubtless
Possibly	Presumably	No doubt
Perhaps	Certainly	Definitely

Examples

Seemingly, playing games can teach us about life.

Daily exercise definitely should be a part of every school day.

Doubtless, helping a child to learn to read is important.

Individual sports are possibly better than team sports for some students.

Practice 5

Give your opinion about these topics. Use the adverbials suggested.

1. A zoo (has/does not have) a useful purpose.

No doubt _____

2. Growing up in the countryside (is/is not) better than growing up in the city.

Perhaps _____

3. Our generation (is/is not) different from that of our parents.

Certainly, _____

4. A sense of humor can sometimes be (helpful/detrimental) in a difficult situation.

Conceivably _____

You can use different adverbials to make a general statement about how you feel about something.

KEY WORDS		
All in all	Basically	Generally
All things considered	By and large	In general
Altogether	Essentially	On the whole
As a rule	For the most part	Overall

Examples

All in all, it is better to learn from a teacher than on your own.

As a rule, it is better for students to wear uniforms to school.

For the most part, countries are more alike than different.

On the whole, higher education should be available to all.

Practice 6

Give your opinion about these topics. Use the adverbials suggested to make a general statement.

1. The family (is/is not) the most important influence on young adults.

All things considered, _____

2. Parents (are/are not) the best teachers.

In general, _____

3. People (are never/are sometimes) too old to attend college.

By and large, _____

You can use different adverbials to qualify your opinion. These adverbials show an idea is not completely true.

KEY WORDS	
Almost	So to speak
In a way	For all intents and purposes
More or less	To some extent
practically	Up to a point

Examples

Up to a point, people succeed because of hard work, not because of luck.
 For all intents and purposes, television has destroyed communication among family members.

Practice 7

Give your opinion about these topics. Use the adverbials suggested to show an idea is not completely true.

1. It is better to make a wrong decision than to make no decision.

or

It is better to make no decision than to make a wrong decision.

In a way, _____

2. Watching movies (is/is not) more enjoyable than reading.

To some extent, _____

3. You (can/cannot) learn as much by losing as winning.

More or less, _____

GUIDING THE READER

The introduction to your essay should also tell the reader how you plan to develop your topic. The topic sentences that you developed from your concept maps can be summarized in the introduction.

Compare these introductions.

Introduction to Topic 1

Version A

I believe that people attend college for many different reasons. These reasons are personal to them.

Version B

People attend colleges or universities for a lot of different reasons. I believe that the three most common reasons are to prepare for a career, to have new experiences, and to increase their knowledge of themselves and the world around them.

Comment

Version A starts with the writer's opinion, but it does not tell us much. What are these reasons? We need to know the basic reasons so we can prepare ourselves to find supporting details in the body of the essay.

Version B gives three specific reasons that the writer believes are the most important ones: to prepare for a career, to have new experiences, and to increase their knowledge of themselves and the world around them. From this introduction I will expect to see a paragraph on each of these reasons.

Introduction to Topic 6Version A

I think there are changes necessary in my hometown. It is always the same. There has to be something different.

Version B

If I could change one thing about my hometown I think it would be the fact that there's no sense of community here. People don't feel connected, they don't look out for each other, and they don't get to know their neighbors.

Comment

Version A starts with the writer's opinion but doesn't say what changes are necessary. We need some guidance.

Version B narrows in on the topic and talks about the sense of community. The writer says that "People don't feel connected, they don't look out for each other, and they don't get to know their neighbors." From this introduction, I will expect to see a paragraph on each of these reasons.

Introduction to Topic 13Version A

I believe that some people like to eat at food stands, and some like to eat in restaurants. There are different reasons for this.

Version B

Some people like to eat out at food stands and restaurants, while others like to prepare food at home. Often it depends on the kind of lifestyle people have. Those with very busy jobs outside the house don't always have time to cook. They like the convenience of eating out. Overall, though, I think it is cheaper and healthier to eat at home.

Comment

In **Version A**, the writer does not share what these reasons are. There are no general statements.

In **Version B**, the writer tells us that the choice depends on a person's lifestyle. The writer will probably give us more details about the reasons of convenience, costs, and health.

Practice 8

Read the following introductions and tell us what the writer believes and the focus of each paragraph. You may not have three paragraphs for all introductions.

1. Introduction to Topic 111

We all need to have friends, and I think the more friends we have the better. Friendship helps us learn how to trust others, it helps us know what to expect from others, and it helps us profit from experiences. I want to have a lot of friends around me so I can learn more about myself from different people.

Opinion: *I think the more friends we have the better*

Paragraph focus: *learn how to trust others*

Paragraph focus: *learn what to expect from others*

Paragraph focus: *helps us profit from experiences*

2. Introduction to Topic 148

Almost everyone, from little children to adults, loves games. The types of games may change as we grow up, but our enjoyment never changes. I believe that playing games is both fun and useful, because it teaches us the skills we need in life. Games teach us there is a cause-effect relationship; teach us about teamwork; and teach us to follow rules.

Opinion: _____

Paragraph focus: _____

Paragraph focus: _____

Paragraph focus: _____

3. Introduction to Topic 114

Although friends make an impression on your life, they do not have the same influence that your family has. Nothing is as important to me as my family. From them, I learned everything that is important. I learned about trust, ambition, and love.

Opinion: _____

Paragraph focus: _____

Paragraph focus: _____

Paragraph focus: _____

4. Introduction to Topic 110

If I had to choose between spending time alone or spending time with my friends, I'd rather be alone. Being with friends can be fun and can help you get through hard times. However, it's the time alone that forms you as a person. I need time alone to pursue solitary activities such as reading and writing. I need time alone to get to know myself better. I need time alone to reenergize my mind and spirit.

Opinion: _____

Paragraph focus: _____

Paragraph focus: _____

Paragraph focus: _____

5. Introduction to Topic 44

Traveling alone is the only way to travel. If you take someone with you, you take your home with you. When you travel alone, you meet new people, have new experiences, and learn more about yourself.

Opinion: _____

Paragraph focus: _____

Paragraph focus: _____

Paragraph focus: _____



**DEMONSTRATING FACILITY
WITH ENGLISH**

STEP 8: WRITE THE BODY PARAGRAPHS

Once you have stated your opinion and shown the reader how you plan to develop your essay, the rest is easy. You simply turn the supporting details in your concept maps into sentences. Of course, you must make sure your sentences have semantic and syntactic variety. Look how these concept maps turned into paragraphs.

Examples

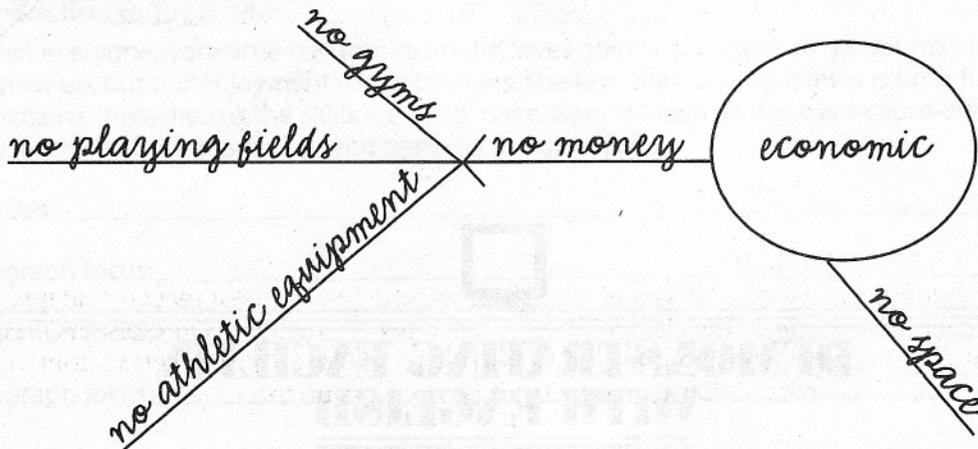
Paragraph 3 from Topic 141

The foreign language program should be staffed with well-trained instructors. The current teachers in the program don't speak the language well enough. In our classes teachers frequently make errors that the students repeat. If the teachers were well-trained, they would be good models for the students.

<i>Now</i>	<i>Proposed</i>	<i>Result</i>
<i>Don't speak the language well enough</i>	<i>well-trained teachers</i>	<i>teachers provide good model</i>

Paragraph 2 from Topic 128

Another issue is economic. Many schools simply do not have the money to provide gym facilities, playing fields, and athletic equipment for their students. Other schools are located in cities where that kind of space just isn't available. A few schools would rather keep money for academic purposes.

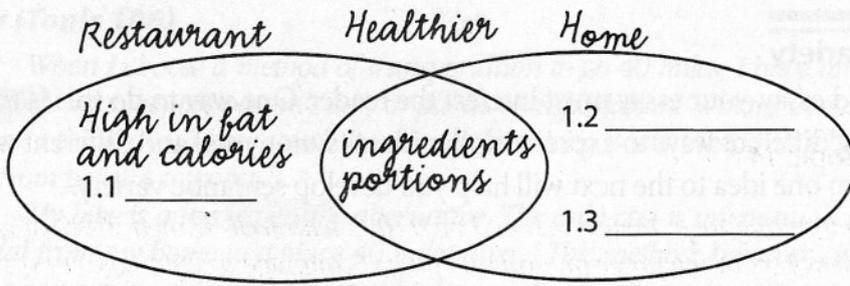


Practice 9

Read the following paragraphs and complete the concept maps for the paragraphs.

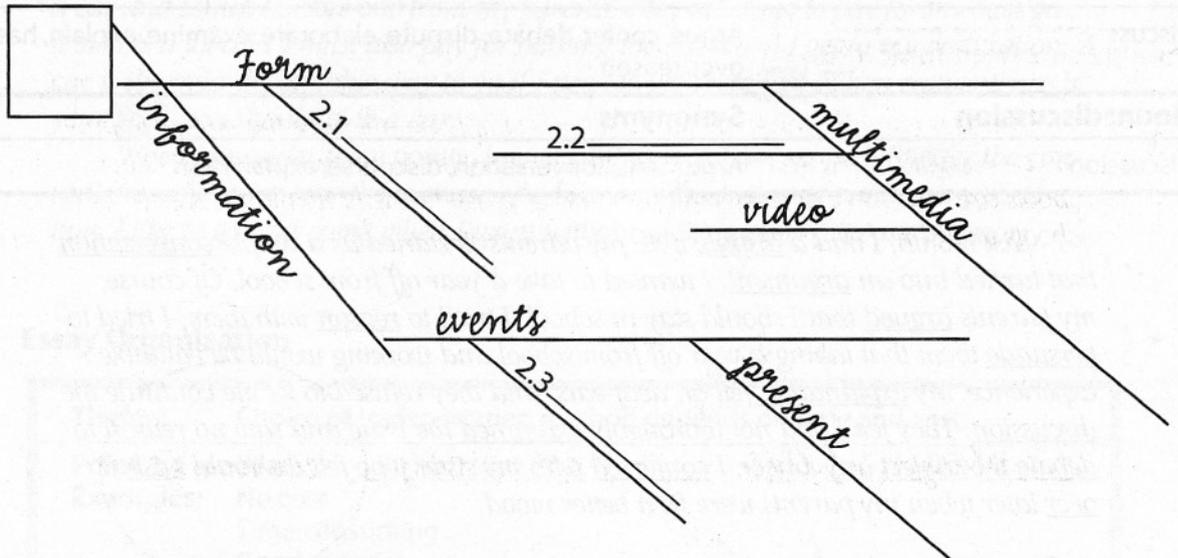
1. Paragraph 3 from Topic 13

Eating at home is better for you. Meals at restaurants are often high in fat and calories, and they serve big plates of food—much more food than you need to eat at one meal. If you cook food at home, you have more control over the ingredients. You can use margarine instead of butter on your potatoes, or put less cheese on top of your pizza. At home, you can control your portion size. You can serve yourself as little as you want. At a restaurant you might eat everything on a big plate of food "because you paid for it."



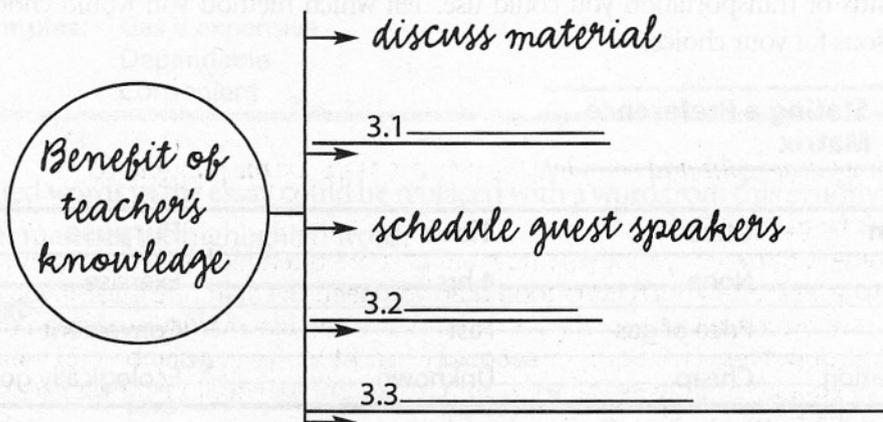
2. Paragraph 2 from Topic 39

The internet and the world wide web have opened every major library and database to students around the world. Information comes not only in print form, but also in multimedia. You can get audio and video data. You can get information about events in the past as well as events that unfold as you watch your computer monitor.



3. Paragraph 5 from Topic 14

In class, students receive the benefit of a teacher's knowledge. The best teachers do more than just go over the material in the class textbook. They draw their students into discussion of the material. They present opposing points of view. They schedule guest speakers to come, give the students additional information, or show documentary films on the subject.



Using Semantic Variety

In order to be a good essay, your essay must interest the reader. One way to do this is to vary your vocabulary. Learning different ways to express similar ideas (synonyms) and different ways to help the reader move from one idea to the next will help you develop semantic variety.

Synonyms

When you are writing on one topic, you don't want to repeat the same verb or adverb, noun or adjective in every sentence. You should try to use words that are similar in meaning, and that will carry the meaning of the sentence. Synonyms are important because they help you link closely related words or ideas. Synonyms provide coherence in your essay.

Read the paragraph below. Look for these synonyms of *discuss* and *discussion*.

Verb: discuss	Synonyms
discuss	Argue, confer, debate, dispute, elaborate, examine, explain, hash over, reason
Noun: discussion	Synonyms
discussion	Argument, conversation, discourse, explanation

Last month, I had a dispute with my parents. It started as a simple conversation that turned into an argument. I wanted to take a year off from school. Of course, my parents argued that I should stay in school. I tried to reason with them; I tried to persuade them that taking a year off from school and working would be valuable experience. My explanation fell on deaf ears, and they refused to let me continue the discussion. They felt I had not thoroughly examined the issue and saw no reason to debate the subject any longer. I conferred with my sister who felt we could hash it over later when my parents were in a better mood.

Practice 10

Read the following topic and study the concept map. Then read the essay.

Topic 106

You need to travel from your home to a place 40 miles (64 kilometers) away. Compare the different kinds of transportation you could use. Tell which method you would choose. Give specific reasons for your choice.

Task: Stating a Preference
Concept Map: Matrix

Transportation	Cost	Time	Purpose
Bike	None	4 hrs	Exercise
Car	Price of gas	Fast	Convenient
Public transportation	Cheap	Unknown	Ecologically good

Essay (Topic 106)

When I choose a method of transportation to go 40 miles, I have three common choices: my bike, my parent's car, or public transportation. When I choose among them, I think about how much it will cost, how long it will take, and why I need to go from point A to point B.

My bike is a less expensive alternative. The only cost is my manual labor to pedal from my home to a place 40 miles away. This method, however, is extremely time consuming. I imagine it would take me all day. Biking is excellent exercise so if my only goal was to burn calories and strengthen my muscles, I should go by bike.

Public transportation is another alternative that is inexpensive. The cost is minimal and is shared by everyone on the bus or train. Where I live, you cannot depend on public transportation. It might take me all day to go by public transportation when I include the waiting time. However, using public transportation is good for the earth. By sharing the resources, we waste less.

Taking a private car is the most expensive. For me, especially, since I don't own a car and I must borrow one from my parents. They want me to pay for my own gas, which is a lot and I must also pay for parking the car when I get to my destination. A car is the most dependable way to go if I need to get there fast. When convenience is your goal, you should pick a car.

When I consider these points, I must confess that I am spoiled. I prefer the convenience of the car over the exercise of a bike and the virtues of public transportation. I like to go and come when I want without waiting even if it costs me more.

Essay Organization

Theme:	Choice of transportation method depends on time and cost.
Point 1:	Bike
Examples:	No cost Time consuming Good exercise
Point 2:	Public transportation
Examples:	Economical Unpredictable Ecologically good
Point 3:	Car
Examples:	Gas is expensive Dependable Convenient

The highlighted words in the essay could be replaced with a word from this synonym list. Write the synonym that matches the highlighted word.

Synonym List

admit	driving	purpose
choice	favor	quickly
count on	options	transit

Highlighted Words in Essay (Topic 106)

choices	1	<i>Options</i>
alalternative	2	
depend on	3	
transportation	4	
taking	5	
fast	6	
goal	7	
confess	8	
prefer	9	

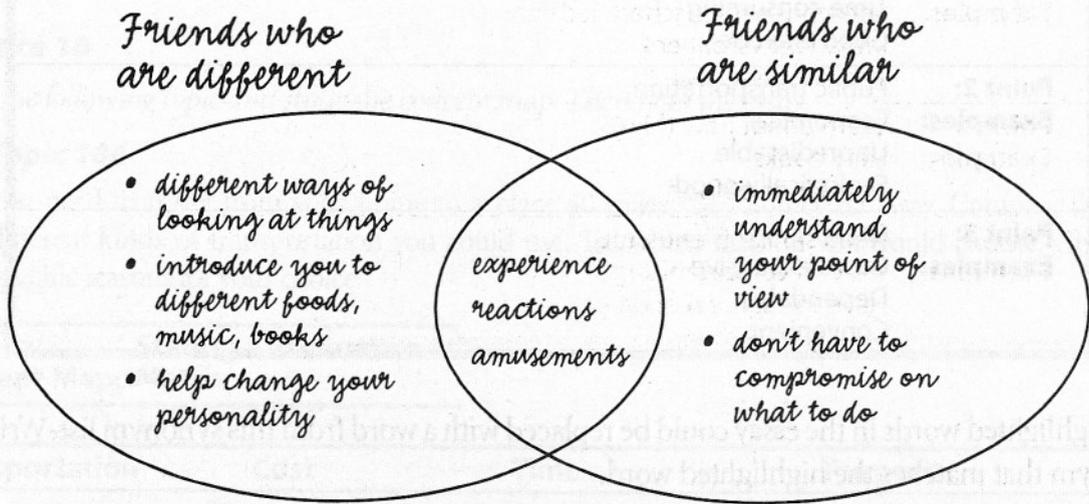
Practice 11

Read the following topic and study the concept map. Then read the essay.

Topic 117

Some people choose friends who are different from themselves. Others choose friends who are similar to themselves. Compare the advantages of having friends who are different from you with the advantages of having friends who are similar to you. Which kind of friend do you prefer for yourself? Why?

Task: Giving an Explanation
Concept Map: Stating a Preference



Essay Topic 117

My Friends

There are a lot of advantages to having friends who are different from you. They can introduce you to new food, books, and music. They can present you with a different way of looking at the world. However, there are times when you need a friend who really understands you. That is why I enjoy having all kinds of friends—both those who are different from me and those who are similar.

Someone who is different from you can show different ways of looking at things. If you tend to be a spontaneous person, a scheduled person can help you be more organized. And you can help that person loosen up a bit at times, too. If you are impatient, a patient friend can help you calm down. If you are a little bit timid, an assertive friend can help you develop more self-confidence.

Someone who has different tastes from you can introduce you to new things. A friend might persuade you to read a book that you thought you wouldn't like. A friend might get you to try new kinds of food. You can share your different tastes and interests with your friend, too. Together you can dare to try new things.

There are times, however, when you really need a friend who is similar to you. Sometimes you get tired of compromising on what you want to do. You want to be with someone who has the same tastes as you. A friend who is similar to you probably has the same reactions to situations as you do. Therefore, if you feel unhappy, a friend who is similar to you can understand just why you feel that way.

Friends who are different from you have a lot to offer. Friends who are similar offer something else. That is why it is important to know all kinds of people.

Essay Organization

Theme:	It's good to have both similar and different friends.
Point 1:	See a different point of view
Examples:	Spontaneous vs. scheduled Impatient vs. patient Timid vs. assertive
Point 2:	Learn about new things
Examples:	New books New kinds of food
Point 3:	Need similar friends, too
Examples:	Tired of compromising Have the same reactions

The highlighted words in the essay could be replaced with a word from this synonym list. Write the synonym that matches the highlighted word.

Synonym List

are apt	a number of	relax	trade off
benefits	shy	restless	confident
introduce to	impulsive	response	

Highlighted Words in Essay (Topic 117)

a lot of	1	_____
advantages	2	_____
present with	3	_____
tends	4	_____
spontaneous	5	_____
loosen up	6	_____
impatient	7	_____
timid	8	_____
assertive	9	_____
compromising	10	_____
reaction	11	_____

Transition Words

Transitional words and phrases will help your reader follow your ideas from sentence to sentence and from paragraph to paragraph. Without transitional words and phrases, your ideas will stand alone, unrelated to the thesis of your essay.

In this section, you will learn to use transition words that show time; degree; comparison and contrast; and cause and effect. You will also learn transition words that let you add more information and transition words like pronouns that let you make connections to previously mentioned subjects.

Time

When you are explaining the sequence of events, you may want to use these expressions.

before	next	then	often
after	during	always	sometime
since	at the same time	while	meanwhile

Example

The school counselors should help students who are new to a school. *Before the first day* of school, they should give an orientation to the building. *On the opening day*, they should introduce the students to the teachers. *After* the students have gotten used to their classes, the

counselors should find out about the student's hobbies and recommend some extracurricular clubs. *Sometime during* the first month, the counselor should invite the parents to visit the school so they can meet the teachers and administrators.

Degree

When you are explaining why one thing is more or less important than another thing, you may want to use these expressions.

most important	first	primarily	essentially
less important	second	secondary	principally
basically	subordinate	lesser	chiefly

Example

One of the *most important* gifts we can give to a child is an animal. *Above all*, an animal will help a child learn responsibility. A *lesser* reason, but an important one, is that a pet will return the child's love. But *essentially*, a child needs to learn how to take care of something that is dependent on the child.

Comparison and Contrast

When you are explaining how two or more things are similar or how they are different, you may want to use these expressions.

To compare

similar to	similarly	like, alike	either/or
correspondingly	resemble	almost the same as	at the same time as
as	just as	in a like manner	in the same way
common in	than	also	neither/nor

To contrast

differ from	however	otherwise	still
nevertheless	even do	different from	less than
more than	unlike	in contrast to	on the other hand
although	while yet	but	instead

Example

Although my friend chose to buy a car with his gift, I would have gone on vacation. He said he needed the car to go to work, *but* I think he should take the bus. He also wanted the car for convenience. *However*, a taxi is *just as* convenient and doesn't have to be serviced. We are *both alike* in that *neither* of us knows how to drive. *Otherwise*, I might have bought a car, *too*.

Cause and Effect

When you are explaining how something caused a change in something else, you may want to use these expressions.

so	thus	consequently	therefore
for this reason	as a result	because, because of	owing to
since	due to	although	so that

Example

Effective advertising wants to change people's behaviors. Some public service ads show coffins of people who died of lung cancer; *as a result* many people have quit smoking. Other ads show glamorous people smoking; *consequently* young people start to smoke. *Owing to*

the influence of advertising on youth, many cigarette ads are not allowed near schools or on TV. *Although* these rules have been in effect a long time, the number of young smokers has increased. If this is not *due to* advertising, what is the reason?

Explanation

If you are explaining what something is by giving an example or if you are restating something for emphasis, you may want to use these expressions.

in other words	to clarify	to explain	to paraphrase
as	like	that is	for example
such as	for instance	to illustrate	namely

Example

People are never too old to attend college. *For example*, there are many women who stayed at home to raise their families and now have time to return to school. There are other examples *such as* retired people who move to a college

town just so they can take occasional classes or even working people in their sixties, *for instance*, who want to take some night classes. *In other words*, you are never too old to learn.

Adding More Information

If you are adding more information to make your point stronger, you may want to use these expressions.

in addition	besides	furthermore	as well as
moreover	similarly	also	what's more

Example

Besides the fact that English is the international language of business, it is *also* becoming the language of social interaction. Because of the Internet, many people correspond in English by e-mail. *Moreover*, much of the information on the World Wide Web is in English *as well as* in the language of the web host. *In addition*, English is the language of diplomacy.

Pronouns

If you are describing someone or something, you may use some of these pronouns to refer to the person or thing you are describing.

Pronouns that replace a subject

he	she	it	they
this	that	those	

Pronouns that replace an object

his	her	them
this	that	those

Pronouns that replace a possessive

his	her	its	their
-----	-----	-----	-------

Example

My community should hire a health worker. I worked in a rural area one summer with a community health worker and saw the wonderful ways *she* helped the people in the area. She worked with mothers teaching *them* how to keep *their* children healthy. She worked with school teachers helping *them* recognize early signs of illness. She worked with restaurant personnel showing *them* proper food handling techniques. A community needs help in many ways. *This* is one way *its* citizens can make *it* healthier.

NOTE: *This* in the last sentence refers to the whole paragraph. *This* equals *hiring a health worker*.

Practice 12

Read the paragraphs below. Choose the appropriate transition words or phrases to complete the thought.

1. Paragraph from Topic 99

If I chose my own roommate, I'd ___(1)___ pick some candidates from the list supplied by the university. ___(2)___ I'd write to them and they'd write back. Through our letters, we'd find out if ___(3)___ shared common interests, ___(4)___ sports or movies. ___(5)___ we'd find out if we had similar habits. ___(6)___ my investigation, I'd probably find someone compatible with me.

we next first as a result of in addition to such as

2. Paragraph from Topic 30

___(1)___ the traffic immediately ___(2)___ and after the school day, there also would be traffic ___(3)___ there was a sporting event ___(4)___ a basketball or football game at the school. Would there be enough parking in the school lot for everyone attending those events? Probably not. ___(5)___, those extra cars would end up in ___(6)___ neighborhood.

whenever before consequently in addition to our such as

3. Paragraph from Topic 109

___(1)___ of adapting to life in a new country is learning that country's language. Children learn the language in school and use it all day ___(2)___ going to class and playing with other children. Adults, ___(3)___, don't have time for formal language classes. Their ___(4)___ priority is getting a job. ___(5)___, they have contacts in the new country—family or friends—who help them find employment. ___(6)___ all their co-workers come from the same country and speak the same language, then they don't have the opportunity to use the new language at work.

if first while on the other hand usually a major part of

4. Paragraph from Topic 134

In the past in America, children were valuable workers. ___(1)___, they helped on the farm or in the family business ___(2)___ bring in money. Just a few generations ___(3)___, attitudes have changed. Now children are ___(4)___ expected to do any work at all. Modern children often don't ___(5)___ do household chores. This is sad because ___(6)___ miss something if they don't help out at home. Sharing in household tasks benefits children of all ages.

even later they hardly for example in order to

5. Paragraph from Topic 129

___(1)___, an agricultural research center would help all people. No country can survive without adequate food production. ___(2)___ the United States is able to produce enough food now, this may not remain true in the future. The erosion of natural resources ___(3)___ and the closing of many American farms may reduce its food supply. The farmers situation could improve ___(4)___ they start to build stronger networks across the country, ___(5)___ businessmen already have.

on the contrary if much as as well as even though

Using Syntactic Variety

On the TOEFL Essay you must not only demonstrate your command of vocabulary; you must also show your command of grammar. You cannot write only simple sentences. Your essay must show syntactic variety.

- **Paragraph with simple sentences**

Television is bad for children. Television shows are too violent. Children are influenced by television. Television shows should not be so violent.

- **Paragraph with syntactic variety**

Since many television shows are violent, many child psychologists believe that watching television is not good for children. As children are easily influenced, we should limit violence on television.

You will develop variety in your prose by using parallel structures, making your paragraphs cohesive, and writing sentences that vary in type, length, subject, and voice.

Parallel Structures

Parallelism gives your essay rhythm. It makes it easier to read and understand. Your structures, however, must be parallel. That is, the subjects, verbs, adjectives, adverbs, and gerunds must be parallel. Look at these examples of parallelism.

Parallel Subjects

Work and play should be more evenly divided in my day.

Both *work* and *play* are the same kind of nouns. The subjects are parallel.

Working and play should be more evenly divided in my day.

Here *working* is a gerund. It is not incorrect to use it here, but it sounds awkward. The subjects are not parallel.

Working and playing should be more evenly divided in my day.

Here both *working* and *playing* are gerunds. The subjects are parallel.

Parallel Verbs

We press a button, wait a short time, and remove the food from the microwave.

All three verbs are in the present tense. The verbs are parallel.

We press a button, wait a short time, and can remove the food from the microwave.

The third verb uses the auxiliary *can*. It is not incorrect, but it sounds awkward. The verbs are not parallel.

We can press a button, wait a short time, and remove the food from the microwave.

Here *can* precedes the first verb. This makes all three verbs parallel.

Parallel Adjectives

I found the movie long and boring.

The adjectives are both parallel.

I found the movie long and it bored me.

The sentence is not wrong, but it is not parallel.

Parallel Adverbs

Athletes often move gracefully, easily, and powerfully.

The three adverbs all end in *-ly*. They are all parallel.

Athletes often move with grace, easily and powerfully.

The first description is a prepositional phrase. The adverbs are not parallel.

Athletes often move gracefully, carefully, and powerfully.

The second adverb *easily* was replaced with another adverb *carefully*. The meanings of *easily* and *carefully* are not the same, but *carefully* could be used to describe how an athlete moves. In this sentence, *carefully* adds to the rhythm of the sentence since the suffix *-fully* is used three times.

Athletes move with grace, ease, and power.

This sentence can also be made parallel by using three prepositional phrases. The objects of the preposition *with* are all parallel nouns: *grace*, *ease*, and *power*.

Parallel Gerunds

I enjoy shopping and keeping up with the latest styles, but not paying the bills.

Shopping, *keeping up*, and *paying* are gerunds. The gerunds are parallel.

I enjoy shopping and to keep up with the latest styles, but not to pay the bills.

To keep up and *to pay* not only are not parallel with *shopping*, they are incorrect. The verb *enjoy* must be followed by a gerund, not an infinitive.

Parallel Sentences

While there are advantages and disadvantages to both machine-made, and hand-made products, I prefer machine-made products. While hand-made products are generally high quality, I find them expensive. While I appreciate high-quality products, I can't afford them.

These three sentences are parallel. They all begin with an adverb clause introduced by *While*. The subject of the independent clause in all three sentences is *I*. Each sentence after the first one takes an idea from the previous sentence and carries it forward using the same construction. There is a nice rhythm to these sentences. Be careful though. There is a narrow line between rhythmic parallels and boring repetitions.

While there are advantages and disadvantages to both, given my type of personality, I prefer machine-made products. While hand-made products are generally high quality, they are also very expensive. While I do appreciate high quality, my status as a student makes me appreciate low cost as well.

In this version, the basic parallel construction remains. The last two sentences have been changed. In these two sentences, the parallelism is within the sentences as well as between the sentences.

Hand-made products are high quality.

Hand-made products are very expensive.

I appreciate high quality.

I appreciate low cost.

The writer draws a similarity between adjectives *high quality* and *very expensive*, and contrasts the products with the adjectives *high quality* and *low cost*.

Practice 13

Read the sentences and decide if the underlined word or phrase should be changed. Some underlined words are incorrect; others are grammatically correct, but not well written. If the word should be changed, rewrite it.

1. Dogs provide older people an important chance to learn or maintain social skills.
2. My parents didn't have time to analyze their feelings or thinking about themselves.
3. I believe zoos are useful both in terms of educating the general public as well as they can advance scientific research.
4. I prefer a combination of living at a small, suburban town and working in a big city.

5. Agricultural research improves individual citizens' lives, whereas successful businesses to improve a country's economy.
6. Heated debate is interesting, and interest things are easier to learn about.
7. One might think that it is a waste of time to go out to see a movie when you can watch DVDs at home.
8. Teachers can instruct tomorrow's leaders; doctors can make those leaders healthier; and engi-
neering can guarantee that future generations have good housing.
9. I could see the house where my grandmother grew up and my cousins still live in that house.
10. Many people want to travel abroad to see new places and things; people also want to travel abroad so that they can improve their educational opportunities.

Coherence

Transition words help the reader see the relationship between sentences and ideas. They are one way to provide coherence in an essay. There are two other ways to provide coherence: repeating words and rephrasing ideas.

Repeating

Repeating words can provide a rhythm to a paragraph. In the example below, notice how the phrase *She worked with* is repeated three times to show ways a community health worker helped people.

Example

She *worked with* mothers teaching *them* how to keep *their* children healthy. She *worked with* school teachers helping *them* recognize early signs of illness. She *worked with* restaurant

personnel showing *them* proper food handling techniques. A community needs help in many ways.

Repeating words can also link ideas that may be several sentences apart. Look at the Pronoun example on page 95. The second sentence in the example ends with *she helped the people in the area*. The next to the last sentence, *A community needs help in many ways*, emphasizes the need of the community for *help*.

Rephrasing

We learned the words to use to introduce a statement that has been restated or rephrased for emphasis. We can also rephrase words to provide coherence in the essay. Rephrasing gives the reader a second chance to understand your thesis. Synonyms are one way to rephrase.

Example

The countryside where I grew up is very *isolated*. You can drive for miles without seeing another car. It seems in all directions you look at a *breathtaking vista*. The *scenery near the ocean* is especially *dramatic, with giant dark cliffs rising out of the water*.

Such a *secluded, remote* environment is a perfect place to relax. The *spectacular views* bring out the artist in me. I often take my paints and a canvas and try to capture the *exciting feel of the shoreline*.

Notice the ideas that are rephrased:

The countryside where I grew up is very *isolated*. You can drive for miles without seeing another car.

Such a *secluded, remote* environment is a perfect place to relax.

It seems in all directions you look at a *breathtaking vista*.

The *spectacular views* bring out the artist in me.

The *scenery near the ocean* is especially *dramatic, with giant dark cliffs rising out of the water*.

I often take my paints and a canvas and try to capture the *exciting feel of the shoreline*.

Practice 14

Choose which phrase or sentence best completes the thought and makes the paragraph cohesive.

1. An effective advertisement matches images and music to its product and ____ (1) ____.
 For instance, if it's selling cars to young men, it uses the image of speed and rock music.
 If it's selling cars to families, it uses the image of practicality and pleasant melodies.
 _____ (2) _____.

1.1

- (A) its market
- (B) the market it wants to reach
- (C) to those who will buy the product

1.2

- (A) If it's trying to sell a more expensive car, it uses classical music to suggest elegance and comfort.
- (B) If the car is for the rich, advertisers will want to emphasize elegance and wealth.
- (C) If it's selling cars to wealthy executives, it uses the image of wealth and classical music.

2. Our parents studied grammar, a subject that a lot of schools don't teach today. They studied penmanship, a skill that today few people have mastered. _____ (1) _____. They didn't have to learn advanced mathematics, but _____ (2) _____ how to do basic math without the help of a calculator.

2.1

- (A) A foreign language, which is optional today, was a required subject.
 (B) They were taught to communicate in a foreign language.
 (C) They studied a foreign language, something that is not a requirement in many schools today.

2.2

- (A) they had to learn
 (B) it was important to learn
 (C) they felt they should know

3. The contributions scientists make to society are more obvious. The cars we drive, the computers we use at home and at work, _____ (1) _____—all of these come from the ideas and hard work of scientists. Because of scientific contributions, we're living longer and more healthful lives. Scientists also _____ (2) _____ the arts. Movies are the result of science, as are television, radio, and compact discs.

3.1

- (A) and the stove and cleaning machine
 (B) the appliances we have to help us cook our meals and clean our houses
 (C) the cooking and cleaning inventions

3.2

- (A) contribute to
 (B) help fund
 (C) support

Practice 15

Which option rephrases the word, phrase, or sentence taken from the paragraph. There may be more than one correct answer.

1. Zoos are also important for the research opportunities they provide. Because zoos are controlled environments, research is safer and easier to conduct. Scientists can feel safe in the confined area of the zoo. They may not be as safe in the wild. For example, while conducting a medical experiment in an open field, scientists have to worry about both the animal they are working with, and also other animals nearby in the bush. In zoos, however, they need only worry about the research subject.

1.1 zoos are controlled environments

- (A) Zoos are also important for the research opportunities they provide.
 (B) Scientists can feel safe in the confined area of the zoo.
 (C) ... while conducting a medical experiment in an open field

1.2 in the wild

- (A) in an open field
 (B) in the bush
 (C) In zoos

2. Teachers have been trained to teach their students in whatever way helps students learn the most about the subject. For instance, some students learn better by discussing a topic; others by writing about it. Teachers can help students learn in the way that's best for each student. A textbook can only give you one way of learning something. But a teacher can adapt her teaching to your needs as a student.

2.1 whatever way helps students learn

- (A) some students learn better by discussing a topic
 (B) others by writing about it
 (C) in the way that's best for each student
3. Both art and music help students express themselves. Students who have never drawn a picture or thought about making a sculpture will be pleasantly surprised when they get their hands in the clay or start using the pencils. It is always satisfying to try something new, even if you find you don't like it.

3.1 express themselves

- (A) get their hands in the clay
 (B) handling a pencil
 (C) find themselves surprised

Sentences

The TOEFL Essay wants you to demonstrate syntactic variety. You can vary the types of sentences you use, the length of the sentences, the subject of the sentences, and the voice of the sentences.

Type

There are four types of sentences: simple, compound, complex, and compound-complex.

- **Simple sentence**

A simple sentence has one subject and one verb.

Television commercials are the most effective form of advertising.

subject verb

- **Compound sentence**

A compound sentence has two or more simple sentences linked by the conjunctions *and*, *or*, and *but*.

Newspaper ads are often ignored, and radio ads are quickly forgotten.

simple sentence 1

conjunction

simple sentence 2

- **Complex sentence**

A complex sentence is made up of a simple sentence (independent clause) and one or more subordinate clauses.

Most people listen to radio when they're driving to work.

simple sentence

subordinate clause

- **Compound-complex sentence**

A compound-complex sentence has two or more simple sentences (independent clauses) and one or more subordinate clauses.

Although families may listen to a radio during the day, the parents listen only for news reports, and the children use it for background noise.

Length

Some students think they have to use compound-complex sentences to show they are very proficient in English. This makes the essay very heavy and very difficult to read. It is better to mix up the type of sentences you use. For example, a complex sentence followed by several simple sentences can be very effective.

Example

As the number of pets increase, the amount of money being spend on pets is also increasing. Pet owners buy special toys for their pets. They order them special clothes. They put them in day care centers. They treat them like children.

Practice 16

Label the sentences by their type in the following essay.

Simple = S

Complex = Cx

Compound = C

Compound-Complex = C-Cx

Topic 12

<p>1. <u>S</u></p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p>Why People Visit Museums</p> <p><i>People visit museums for a number of reasons. They visit museums when traveling to new places because a museum tells them a lot about the culture of those places. They also go to museums to have fun. People also are usually interested in museums that feature unusual subjects. It's impossible to get bored in a museum.</i></p>
<p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p> <p>11. _____</p> <p>12. _____</p>	<p><i>When visiting someplace new, you can find out about the culture of that place by going to a movie or a place of worship or a nightclub. Another option is to sit in the park and listen to the people around you. The easiest way to learn about a place, though, is by visiting its museums. Museums will show you the history of the place you're visiting. They will show you what art the locals think is important. If there aren't any museums, that tells you something, too.</i></p>
<p>13. _____</p> <p>14. _____</p> <p>15. _____</p> <p>16. _____</p>	<p><i>Museums are fun. Even if you're not interested in art or history, there is always something to get your attention. Many museums now have "hands-on" exhibits. These exhibits usually involve activities like pushing a button and hearing more about what you're looking at, or using similar materials to create your own work of art, or trying on clothes like those on the models in the museum.</i></p>

17. _____	<p><i>People also enjoy museums about unusual subjects. For instance, in my hometown there's a museum devoted to the potato. This museum has art made out of potatoes, tells all about the history of the potato, and sells potato mementos, like key chains and potato dolls. People enjoy this museum because it's so unusual.</i></p>
18. _____	
19. _____	
20. _____	
21. _____	<p><i>People everywhere like museums. They like learning about interesting and unusual things. No matter who you are or what you like, there is a museum that will amaze and interest you.</i></p>
22. _____	
23. _____	

Essay Organization

Theme:	People visit museums for a number of reasons.
Point 1:	Learn about the culture of a place
Examples:	History Art Lack of museums
Point 2:	Have fun
Example:	Hands-on exhibits
Point 3:	Learn about unusual subjects
Example:	Potato museum

Subject

Not all sentences should have the same subject. You will want to vary the subjects that you use. Notice in the example in the section *Sentence Length*, the subject of the last four sentences is the same: *Pet owners* and the pronoun *they*. In this case, there is a rhythm to the paragraph, and the sentences do not seem monotonous. These last four sentences are essentially a list; they tell you on what four things pet owners are spending money.

Compare these two versions of the same paragraph.

Topic 174

Every generation of people is different in important ways. How is your generation different from your parents' generation? Use specific reasons and examples to explain your answer.

Version A

My parents' generation has strict standards about acceptable behavior. My parents' generation has a difficult time accepting other standards of behavior. My parents' generation is still very concerned about what other people think of them. My parents' generation grew up in small communities where everyone knew everybody.

Version B

My parents' generation has strict standards about acceptable behavior. Consequently, they have a difficult time accepting other standards of behavior. Since my parents' generation grew up in small communities where everyone knew everybody, they are still very concerned about what other people think of them.

By combining sentences and rearranging the order, you can provide variety to the paragraph and not repeat the same subject in every sentence.

Practice 17

Choose the subject that best completes the blank.

1. High school students can't decide alone what they need to study. ___(1)___ need the guidance of experts in the field of education. However, they also need the freedom to follow their curiosity and interests. ___(2)___ should have the freedom to choose some courses, and should be required to take others.

1.1

- (A) They
(B) We
(C) Secondary school attendees

1.2

- (A) One
(B) You
(C) They

2. English is a difficult language to learn. Its pronunciation is erratic, and so is its spelling. Why are "though," "through," and "thought" pronounced differently? Why do many English words have two different spellings? ___(1)___ is very idiomatic, too. Everywhere you travel in an English-speaking country, ___(2)___ find different expressions for the same thing, and different pronunciations for the same word.

2.1

- (A) Spelling
(B) Pronunciation
(C) English

2.2

- (A) you'll
(B) travelers
(C) there'll

3. A good neighbor respects your property and asks your permission before doing something that might affect it. This means ___(1)___ doesn't put in a driveway that takes up part of your lawn. Or build a fence that cuts off part of your backyard. A good ___(2)___ works with you to decide where to put the fence, and maybe the two of you could share the cost.

3.1

- (A) he or she
- (B) they
- (C) it

3.2

- (A) fence builder
- (B) friend
- (C) neighbor

Voice

There are two voices in English: active and passive. The active emphasizes the doer of the action; the passive emphasizes the action itself.

• **Active voice**

Parents must teach their children computer skills.
doer

• **Passive voice**

Children must be taught computer skills by their parents.
action

Some students think they should write only in the passive voice because it sounds more impressive. The active voice is a very direct way of writing and is often clearer and easier to read than the passive voice. Again, you should vary the use of voice in your essay.

Practice 18

Underline the verbs in the following essay and tell whether they are active or passive.

Topic 5

<p>1. <u>active</u></p> <p>2. _____</p> <p>3.1. _____</p> <p>3.2. _____</p> <p>4. _____</p> <p>5. _____</p>	<p style="text-align: center;">No Factory!</p> <p>People like factories because they <u>bring</u> new jobs to a community. In my opinion, however, the benefits of a factory are outweighed by the risks. Factories cause pollution and they bring too much growth. In addition, they destroy the quiet lifestyle of a small town. That is why I oppose a plan to build a factory near my community.</p>
---	---

<p>6. _____ 7.1. _____ 7.2. _____ 8. _____ 9. _____ 10. _____ 11.1 _____ 11.2 _____</p>	<p><i>Factories cause smog. If we build a new factory, the air we breathe will become dirty. Everything will be covered with dust. Factories also pollute rivers and streams. Our water will be too dirty to drink. The environment will be hurt and people's health will be affected.</i></p>
<p>12.1. _____ 12.2. _____ 13. _____ 14. _____ 15. _____ 16. _____ 17. _____</p>	<p><i>Some people will say that more jobs will be created by a factory. However, this can have a negative result. Our population will grow quickly. Many new homes and stores will be built. There will be a lot of traffic on the roads. Fast growth can cause more harm than good.</i></p>
<p>18. _____ 19. _____ 20. _____ 21. _____ 22.1. _____ 22.2. _____ 23. _____</p>	<p><i>Our city will change a lot. It is a pleasant place now. It is safe and quiet. Everybody knows everybody else. If a factory brings growth to the city, all of this will change. The small-town feel will be lost.</i></p>
<p>24.1. _____ 24.2. _____ 25. _____ 26. _____</p>	<p><i>A factory would be helpful in some ways, but the dangers outweigh the benefits. Our city would be changed too much by a factory. I cannot support a plan to build a new factory here.</i></p>

Essay Organization

Theme:	The benefits of a factory are outweighed by the risks.
Point 1:	Factories would harm the environment.
Examples:	Smog Pollution
Point 2:	The city will be harmed by fast growth.
Examples:	More homes and stores will be built There will be a lot of traffic
Point 3:	The small town feel will be lost.
Examples:	Now it is safe and quiet Now everybody knows everybody else

Practice 19

Choose the active sentence that correctly carries the meaning of the passive sentence.

- Our lives have been dramatically improved by changes in food preparation.
 - Changes in food preparation have dramatically improved our lives.
 - Our lives are changing dramatically and so have changes in food preparation.
 - Our food preparation improvements have been dramatic changes.
- Young people will be helped to overcome the fear of aging by associating with older people.
 - Our fear of associating with older people can overcome young people.
 - Young people can associate with older people who fear aging.
 - Association with older people will help young people overcome the fear of aging.
- I do not like the fact that these products are made by machines.
 - I do not like the fact that these are machine-made products.
 - Products made by machine are not liked; it's a fact.
 - It's not a fact that these products were made by machines.
- Large sums of money are earned by entertainers who do little to contribute to society.
 - Society earns a little from entertainers' contributions.
 - Entertainers earn large sums of money yet contribute little to society.
 - Money is contributed to society by entertainers who earn a lot.

5. If an agricultural research station were established, our community would profit.
- (A) The agricultural research station would profit from our community.
- (B) The community would be profitable if an agricultural research station were established.
- (C) We would benefit from the establishment of an agricultural research station.

Free Practice

Do either or both of the following activities on your own or in a group. There are no answers provided.

1. Read the essays in the Model Essay section. Identify the use of syntactic and semantic variety.
2. In the essays in the Model Essay section, underline and label all parallel structures, transition words, and examples of coherence. Identify the types of sentences, the subjects of the sentences, and the voice of the sentences.



CONCLUDING THE TOPIC

STEP 9: WRITE THE CONCLUSION

A good essay should have a good conclusion. A conclusion is a few sentences that support your thesis and remind the reader of your intentions. There are a few different ways to write a conclusion. Look at these conclusions from the essays in this book. You can review the complete essay in the Model Essay section.

Restatement

You can end your essay by restating your thesis and/or restating your topic sentences.

Conclusion from Topic 134

Children should not work all the time. A happy life needs balance. If children can successfully handle tasks at home, they will handle life better, too. They will know the satisfaction of doing a good job, be involved in family life, and become more confident and responsible adults.

Generalization

You can use all the information you provided and make a generalization about it.

Conclusion from Topic 117

All things considered, I think I'd like to have a lot of acquaintances who are different and a few close friends who are similar to me. That seems to be the best of both worlds.

Prediction

You can summarize the information you provided and point the reader toward the next logical step.

Conclusion from Topic 26

I believe that a new movie theater is a fine idea. I support it because of the changes it will bring to our citizens and our town. I believe that the reduction in crime, the increase in employment, and the improved infrastructure will make our town a nicer place to live.

Question

You can conclude with a question that does not need an answer. This is called a rhetorical question. The answer is contained in the question.

Conclusion from Topic 2

The most important thing to realize is that we all have many teachers in our lives. Where we would be without our parents, teachers, and our peers to guide us? What would we do without books, newspapers, and television to inform us? All of them are very valuable.

Recommendation

You can urge your readers to do something with the information you provided.

Conclusion from Topic 13

Both eating at restaurants and cooking at home can be satisfying. Both can taste good and be enjoyed with family and friends. I prefer cooking at home, because of the money and health issues. I encourage my friends to eat out less, but it's up to them to make the choice that fits their lifestyles best.

Practice 20

What kind of a conclusion is each of these sentences or paragraphs? Refer to the whole essay, given at the end of the book, to help you decide.

1. Conclusion from Topic 40

If you give up you might as well die. My advice is to always look for another opportunity, another goal, or another option. There is always something else. Don't give up.

- | | |
|--------------------|--------------------|
| (A) Restatement | (D) Question |
| (B) Generalization | (E) Recommendation |
| (C) Prediction | |

2. Conclusion from Topic 119

Clothes don't change you into a different person, but they can make you behave differently. If you are dressed inappropriately for a situation, people will react to you in a different way. This reaction can, in turn, change your behavior. If you want good reactions from people, make sure to dress appropriately for every situation.

- | | |
|--------------------|--------------------|
| (A) Restatement | (D) Question |
| (B) Generalization | (E) Recommendation |
| (C) Prediction | |

3. Conclusion from Topic 25

On the whole, though, I think my neighborhood should support having a shopping center built here. It would bring more variety to our shopping, give us the opportunity to amuse ourselves at movie theaters and restaurants, and bring more jobs into the area.

- | | |
|--------------------|--------------------|
| (A) Restatement | (D) Question |
| (B) Generalization | (E) Recommendation |
| (C) Prediction | |

4. Conclusion from Topic 121

If we all based our final opinion of others on first impressions, it would be hard to get to know anyone. We would probably miss many opportunities to make good friends. Isn't it important to give everyone the chance to show us who they really are? And don't you want other people to do the same for you?

- | | |
|--------------------|--------------------|
| (A) Restatement | (D) Question |
| (B) Generalization | (E) Recommendation |
| (C) Prediction | |

5. Conclusion from Topic 31

The more I moved the more I would experience change. I would meet new people in every place I lived; I could move to sample countries with four seasons or even a continent like Antarctica, which only has two. Wherever I lived, I would experience living in housing particular to that area. I would then be a citizen of the world, wouldn't I? Could you call me a foreigner if I called every-place my home?

- (A) Restatement
- (B) Generalization
- (C) Prediction

- (D) Question
- (E) Recommendation

Practice 21

Read the essay. Underline the topic sentences. Double underline the words in the introduction that guide the reader. Circle the eight words or phrases that indicate a personal opinion.

Topic 40

Learning about the past has no value for those of us living in the present. Do you agree or disagree? Use specific reasons and examples to support your answer.

People often say, "Those who don't understand history will repeat the mistakes of the past." I totally disagree. I don't see any evidence that people have made smart decisions based on their knowledge of the past. To me, the present is what is important. I think that people, weather, and politics determine what happens, not the past.

People can change. People may have hated each other for years, but that doesn't mean they will continue to hate each other. Look at Turkey and Greece. When Turkey had an earthquake, Greece sent aid. When Greece had an earthquake, Turkey sent aid. These two countries are cooperating now. No doubt, if we had looked at the past, we would have believed this to be impossible. But people change.

The weather can change. Farmers plant certain crops because these crops have always grown well in their fields. But there can be a long drought. The crops that grew well in the past will die. The farmers need to try a drought-resistant crop. If we had looked at the past, we wouldn't have changed our crop. Weather changes.

Politics can change. If politicians looked only at the past, they would always do the same thing. If we looked at the past in the United States, we would see a lot of discrimination against races, women, and sexual orientation. On the whole, people now are interested in human rights, and the government protects these rights. Politics change.

As a rule, it is important to follow the mood of today. It doesn't help us to think about the past. People, the weather, and politics can change in any direction. The direction of this change, in my opinion, cannot be predicted by studying the past.

Essay Organization

Theme:	People, politics, and weather determine what happens, not the past.
Point 1:	People can change.
Example:	Greece and Turkey
Point 2:	The weather can change.
Example:	Droughts affect farmers
Point 3:	Politics can change.
Example:	Human rights

Practice 22

Read the essay. Underline the topic sentences. Double underline the words in the introduction that guide the reader. Circle the eight words or phrases that indicate a personal opinion.

Topic 133

Do you agree or disagree with the following statement? A person's childhood years (the time from birth to 12 years of age) are the most important years of a person's life. Use specific reasons and examples to support your answer.

I think I'd have to agree that a person's childhood years are the most important. These are the years that form us. During these years we learn about relationships, begin our formal education, and develop our moral sense of right and wrong.

No doubt, the early years are the time when we learn about relationships, first with our family, then with the rest of the world. We learn how to respond to others based on the way others treat us. If we're loved, then we learn how to love. If we're treated harshly, then we learn to treat others in the same way. We also form our ideas about self-worth based on the way others treat us during these years. They can teach us that we're worthless, or they can show us that we deserve love and respect.

These are the years when we begin our formal education. In school we learn the basic skills of reading, writing, and working with numbers. These are skills that we will use throughout our lives. We also learn how to analyze and use information. This is perhaps the most important thing we learn during these years. Presumably, these are skills that will always be useful.

Most important, from my point of view, we develop our moral sense of right and wrong during these years. At first others teach us about good and bad. As we grow, we begin to decide for ourselves. During this time we also begin to develop self-discipline to live according to our morals.

I believe a person grows and changes throughout the many stages of life. However, the foundation is laid, by and large, in those first few years of life.

Essay Organization

Theme:	A person's childhood years are the most important.
Point 1:	We learn about relationships.
Examples:	How to treat others Our sense of self-worth
Point 2:	We begin our formal education.
Examples:	Learn basic skills Learn to analyze and use information
Point 3:	We develop our moral sense.
Examples:	Learn right and wrong Develop self-discipline

Practice 23

Read the essay. Underline the topic sentences. Double underline the words in the introduction that guide the reader. Circle the nine words or phrases that indicate a personal opinion.

Topic 131

Do you agree or disagree with the following statement? **Only** people who earn a lot of money are successful. Use specific reasons and examples to support your answer.

Many people believe that a large income equals success. I believe, however, that success is more than how much money you make. Some of those measures of success definitely include fame, respect, and knowledge.

Most people assume that famous people are rich people, but that isn't always true. For example, some day I would like to be famous in my field as a professor of English. I will still only make a professor's salary, which by U.S. standards will not mean that I am rich. Still, I will feel myself to be successful if I am well known. Additionally, there are many famous humanitarians who are not rich. Mother Theresa was one. Certainly, no one would say she was not successful.

I also believe that being respected by coworkers indicates success. Without that respect, money means little. For example, I once did some work for a top attorney in a law firm. He made a very good salary, but he wasn't a nice man. No one ever did work for him willingly. He ordered everyone around, and we didn't respect him. In contrast, however, I had a band director in high school who had to take extra jobs just to make enough money to support his family. His students had great respect for him and always listened to what he said. As a result, we were a very good band. In my opinion, my band director was more successful than the attorney was.

Finally, I think one of the most important indicators of success is knowledge. Wealthy people don't always know all the answers, and sometimes pay others to do work they can't do. Similarly, in the movie Good Will Hunting, the only person who could solve some complex problems was the janitor. He knew a lot, and decided what he wanted to do with that knowledge rather than just think about money. In my opinion, he was extremely successful.

When we think of history, there are few people that we remember simply because they were rich. Overall, we remember people who did something with their lives—they were influential in politics, or contributed to science or art or religion. If history is the ultimate judge of success, then money surely isn't everything.

Essay Organization

Theme:	Success is more than how much money you make.
Point 1:	Success can mean fame.
Examples:	Professor Mother Theresa
Point 2:	Success can mean respect.
Examples:	Attorney Band director
Point 3:	Success can mean knowledge.
Examples:	Wealthy people don't know everything Janitor in <i>Good Will Hunting</i>

Free Practice

Do either or both of the following activities on your own or in a group. There are no answers provided.

1. Read the essays in the Model Essay section. Identify the type of conclusion each contains.
2. Change the conclusion in any or all of the essays to another type of conclusion.



SELF-TEST ESSAY #3

Write on the same topic as Self-test Essay #1. Plan, write, and revise an essay on that topic within 30 minutes. Use the space on the following pages. Do NOT write in the shaded areas.

Divide your time like this.

PLAN	5 minutes	30:00 – 25:00
WRITE	20 minutes	25:00 – 05:00
REVISE	5 minutes	05:00 – 00:00

Topic Number: _____

PLAN

Concept Map

Thesis Statement

General Ideas

Supporting Details

REVISE**Proofing Checklist**

Reread your essay. Use this checklist as a guide.

✓	CONTENT
	Is there a thesis statement or introduction?
	Is there a topic sentence for each paragraph?
	Are there supporting details for each topic statement?
	Is there a conclusion?
✓	CLARITY
	Are there run-on sentences or sentence fragments?
	Are there misplaced modifiers or dangling modifiers?
	Are the structures parallel?
	Are there transition words?
	Are the sentences and paragraphs cohesive?
✓	PUNCTUATION AND SPELLING
	Are the paragraphs indented?
	Are there punctuation marks such as periods at the end of each sentence?
	Do all sentences begin with capital letters?
	Are all the words spelled correctly?



Revising the Essay

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CHECKING THE CONTENT AND CLARITY

STEP 10: CHECK THE CONTENT

The Proofing Checklist advises you to check four things in your essay.

Is there a thesis statement or introduction?

Is there a topic sentence for each paragraph?

Are there supporting details for each topic statement?

Is there a conclusion?

These content items have been fully explained in the chapters on planning and writing your essay. You will get more practice in checking the content in the section on proofing that follows.

STEP 11: CHECK THE CLARITY

On the TOEFL Essay your computer will not have a grammar checker. Whether you type your essay or write by hand, you will have to proofread carefully to find your errors. Of course, it is better not to make errors. By thinking before you write, you can avoid common errors with sentences and modifiers.

Sentences

A sentence must have a subject and a verb. If a sentence is missing a subject or verb or both, it is called a sentence fragment. If a sentence has extra subjects and/or verbs (for example, two sentences written as one), it is called a run-on sentence.

Recognizing Sentence Fragments

The following examples of sentence fragments show how a subject and/or verb can be forgotten.

Example 1

Fragment Gives us the big picture.

This sentence fragment is missing a subject. A possible subject is *History*.

Corrected History gives us the big picture.

Example 2

Fragment What they did learn, much more completely.

This sentence fragment *much more completely* is missing both a subject and a verb in the independent clause. The noun clause *What they did learn* is complete. The independent clause needs a subject and a verb such as *they learned*.

Corrected What they did learn, they learned much more completely.

Example 3

Fragment Means more than drawing or sculpting.

The verb *means* has no subject. A possible subject is *Studying art*.

Sentence Studying art means more than drawing or sculpting.

Example 4

Fragment It important to adapt to the customs of the country.

The sentence fragment is missing a verb. A possible verb is *is*.

Corrected It is important to adapt to the customs of the country.

Practice 1

Tell which of the following from Topic 125 are sentence fragments. There are 8 sentence fragments. Choose a possible subject and/or verb from this box to complete the sentence.

study	who	you	It
help	who	is	am

- I agree that all students should art and music in high school.
- Young children who study those subjects in grade school do better in other subjects.
- I assuming that this is true of teenagers.
- All high school students must take physical education because it good for their physical health.
- Well, studying art and music is good for their mental health.
- Both art and music are interesting and students to express themselves.
- Students have never drawn a picture will be surprised when they start to draw.
- It is always satisfying to try something new, even if you find don't like it.

9. There's a reason cave dwellers drew on the walls and made music with drums.
10. The desire for self-expression is a natural human inclination.
11. Gives us an avenue for our emotions and fears.
12. The teacher taught me how to play the piano was very inspiring.
13. It shouldn't matter if the end result is mediocre.

Recognizing Run-on Sentences

The following examples of run-on sentences show how two sentences can be incorrectly written together.

Example 1

Run-on sentence We all make decisions we can learn from them.
We all make decisions.
We can learn from them.

Corrected We all make decisions that we can learn from.

Example 2

Run-on sentence A movie is more vivid you're seeing it on a large screen.
A movie is more vivid.
You're seeing it on a large screen.

Corrected A movie is more vivid because you're seeing it on a large screen.

Example 3

Run-on sentence We can conduct research on Earth this is less costly than in space.
We can conduct research on Earth.
This is less costly than in space.

Corrected Conducting research on Earth is less costly than in space.

Example 4

Run-on sentence English is a difficult language to learn its spelling is irregular.
English is a difficult language to learn.
Its spelling is irregular.

Corrected English is a difficult language to learn because its spelling is irregular.

Practice 2

Decide if these sentences are run-on sentences. There are six run-on sentences. In these six, underline the first sentence and double underline the second sentence in the run-on sentences below.

1. The most important decision I made in my life was to major in computer science.
2. This taught me important professional skills this assured me a successful career.
3. I was in college, computer science was relatively new.
4. None of my friends understood what I was doing all day.
5. They were learning how to be teachers, journalists, and economists I was learning how to write computer programs.
6. I graduated I had eight very good job offers.
7. My choice of college major gave me a lucrative career it helped in my married life.
8. I married a Naval officer through the years we've moved six times.
9. Each time, no matter where we've lived, I've been able to find a job with my computer programming skills.
10. In fact, by moving I learned about various computer technologies that I wouldn't have learned by staying with one company.

Correcting Sentences

Both sentence fragments and run-on sentences can be fixed by combining them correctly. Some of the ways sentences can be combined are shown below. For more practice, you should study the Grammar Review section in the current edition of Pamela Sharpe's *How to Prepare for the TOEFL*, Barron's Educational Series.

You can combine two simple sentences to make a compound sentence.

I want to buy a house, but I don't have enough money.

You can add a dependent clause to a simple sentence to make a complex sentence.

I want to buy a house that has three bedrooms.

You can add an independent clause to a complex sentence to make a compound-complex sentence.

I want to buy a house that has three bedrooms, but I don't have enough money.

To combine two simple sentences, you can use coordinating conjunctions.

and	but	or
nor	then	yet

- Sentence Fragment** I prefer to study in the morning. My sister to study in the evening.
- Combination** I prefer to study in the morning, *and* my sister prefers to study in the evening.
- Run-on Sentence** People exercised more years ago they called it work, not exercise.
- Combination** People exercised more years ago, *but* they called it work, not exercise.

To combine a dependent clause with a sentence, you need subordinating conjunctions. There are a variety of subordinating conjunctions with different purposes. The following conjunctions are used to indicate contrast, manner, time, relationship, and reason.

CONTRAST			
although	even though	though	much as
while	in spite of	despite	whereas

Sentence Fragment Teenagers should have jobs. While they are students.

Combination Teenagers should have jobs *while* they are students.

Run-on Sentence Not everyone can get the best health care everyone can get basic health care and advice.

Combination *Although* not everyone can get the best health care, everyone can get basic health care and advice.

MANNER				
as	as if	as though	like	the way

Sentence Fragment We can understand other cultures through their music. As we can through their art.

Combination We can understand other cultures through their music *as* we can through their art.

Run-on Sentence The Spanish-speaking population is increasing, the English-speaking population is remaining at the same level.

Combination The Spanish-speaking population is increasing, *even as* the English-speaking population is remaining at the same level.

TIME			
after	as	as soon as	before
once	since	the minute	until
when	while	the moment	the second

Sentence Fragment We should earn money. Before we spend it.

Combination We should earn money *before* we spend it.

Run-on Sentence Poor people need help they can manage on their own.

Combination Poor people need help *until* they can manage on their own.

RELATIONSHIP		
that	which	who
whom	whose	where

- Sentence Fragment** We should eat more fruits. Now available year-around
- Combination** We should eat more fruits, *which* are now available year-around
- Run-on Sentence** Food contains a lot of preservatives they aren't good for us.
- Combination** Food contains a lot of preservatives, *which* aren't good for us.

REASON		
what	why	how

- Sentence Fragment** The teacher asked me. Why he wasn't here.
- Combination** The teacher asked me *why* he wasn't here.
- Run-on Sentence** Doctors know more now about reasons what causes disease and how to cure it.
- Combination** Doctors know more now about *what* causes disease and *how* to cure it.

Practice 3

Combine the following to avoid sentence fragments or run-on sentences. Use the subordinate conjunctions suggested.

1. Reason why

Students wonder. Teachers are critical.

Students wonder why teachers are critical.

2. Time when

A birdbath is a source of water for birds the weather is hot.

3. Relationship where

I'd like to have a garden I could grow vegetables.

4. Contrast Even though

We have all we need, we want more.

5. Manner As

Our population ages we will need more services for the elderly.

Modifiers

Earlier we saw how you can combine sentences using conjunctions. You can combine sentences by taking words or phrases from the second sentence and inserting them in the first as modifiers.

Original

Sentence 1 I want to live in a townhouse.

Sentence 2 The townhouse should be renovated.

Revised

Sentence 1+2 I want to live in a renovated townhouse.

This is a simple, straightforward combination. An adjective *renovated* describing *townhouse* in the second sentence is placed in front of the noun *townhouse* in the first.

You must be careful when you combine participial phrases or prepositional phrases in other sentences. There are two problems that can occur here: a misplaced modifier and a dangling modifier. Look at these examples.

Misplaced modifier

Sentence I had difficulty finding a parking space searching for an apartment.

Original

Sentence 1 I had difficulty finding a parking space.

Sentence 2 I was searching for an apartment.

Revision

Sentence 1+2 Searching for an apartment, I had difficulty finding a parking space.

The parking space is NOT searching for an apartment. A person is searching. You must place the participial phrase *near* the noun it modifies.

Dangling modifier

Sentence To live within my budget, a place should be convenient.

Original

Sentence 1 I need to live within my budget.

Sentence 2 I need a convenient place.

Revision

Sentence 1+2 To live within my budget, I need a place that is convenient.

A place cannot "live within a budget." The person *I* that the prepositional phrase modifies is missing.

Practice 4

Combine these sentences as directed.

- There would be more money for schools.
There would be more money for libraries.
There would be more money for other community needs.

Combine with *and*

2. Once the buildings were completed, the jobs would be those on the campus itself. The jobs would include teachers, office workers, custodians, and librarians.

Combine with *and*

3. Our community is a place.
It is a place where everyone knows everyone else.

Combine by deleting *It is a place*.

4. Playing sports is a wonderful way to learn discipline.
Playing sports should not be the focus of a university education.

Combine by adding *Although* to the first sentence. Use a pronoun as the subject for cohesion.

5. Immigrant children learn their new language while playing with other children.
They also learn while going to school.

Combine with *and*

Practice 5

Rewrite these sentences to place the modifiers correctly.

1. A child has exciting places to visit in the city growing up.

2. Children do better in all subjects who study art.

3. Reading fiction is more enjoyable than watching a movie such as novels and short stories.

4. English is the language of diplomacy which is very idiomatic.

5. Looking for a rewarding career computer science attracts many young people.



CHECKING THE PUNCTUATION AND SPELLING

STEP 12: CHECK THE PUNCTUATION AND SPELLING

It is beyond the scope of this book to provide activities to improve your spelling. Remember that there is no spell checker on the computer that you use with the TOEFL Essay. When you read, pay close attention to words. This will help you understand English spelling patterns.

Also when you read, pay attention to punctuation. This will help you when writing your essay. There are four important things to remember about punctuation on the TOEFL Essay.

- **Indent each paragraph.**

This will help the reader determine when you are starting a new idea.

- **Capitalize the first word of a sentence.**

This will help the reader determine when you are starting a new sentence.

- **Put a period or question mark at the end of a sentence or question.**

This will help the reader determine when you are ending a sentence or question.

- **Start each paragraph on a new line.**

This will help the reader determine when you are starting a new topic.

Here are some other forms of punctuation that will make your essay easier to read.

Comma

Use a comma in a list of three or more things. It is optional to put a comma before the *and*.

I want to have a kitchen, living room and bedroom.

I want a large, airy, inexpensive house.

Use a comma between a noun and any following descriptions.

My favorite area, Orchard Hill, was developed by John Bartle, an entrepreneur.

Use a comma to separate adjectives or participles that are not part of the sentence or were added for emphasis.

The apartment was expensive, very expensive.

Excited, I signed the lease without reading the fine print.

Use a comma to separate a non-restrictive relative clause.

All the neighbors, who are very friendly, keep their houses very tidy.

Use a comma after a subordinate clause at the start of the sentence.

Once I've chosen an area, I decide whether I want to live in a house or an apartment.

Semicolon

Use a semicolon to separate closely related sentences.

I wanted a renovated townhouse; none was available.

Colon or Dash

Use a colon or dash in front of a list or explanation.

I looked at these kinds of apartments: studio, one-bedroom, and two-bedroom.

My needs are simple—a swimming pool and a two-car garage.

Practice 6

Punctuate the following essay. The corrected essay follows it.

Topic 21

Why People are Living Longer

people are living to be much older these days than ever before. the main reasons for this are greater access to health care improved health care and better nutrition.

basic health care is available to more people now. when someone is seriously ill he or she can go to a public hospital. there are also more clinics and doctors than there used to be Years ago, health care wasn't available to everyone. some people

didn't live near a doctor or hospital and others couldn't pay for the care they needed.

people also live longer because the quality of health care has improved. doctors now know more about diseases and cures Years ago, people died young because of simple things like an infection or a virus. now we have antibiotics and other medicines to help cure infections

The quality of nutrition has improved also We eat more healthfully than we used to. we know that eating low-fat food can prevent heart disease and we know that eating fruits and vegetables can prevent cancer.

Improved health care and healthy eating habits allow us to live longer Now we need to make sure that everyone in the world has these benefits

Corrected Essay

Why People Are Living Longer

People are living to be much older these days than ever before. The main reasons for this are greater access to health care, improved health care, and better nutrition.

Basic health care is available to more people now. When someone is seriously ill, he or she can go to a public hospital. There are also more clinics and doctors than there used to be. Years ago, health care wasn't available to everyone. Some people didn't live near a doctor or hospital and others couldn't pay for the care they needed.

People also live longer because the quality of health care has improved. Doctors now know more about diseases and cures. Years ago, people died young because of simple things such as infection or a virus. Now we have antibiotics and other medicines to help cure infections.

The quality of nutrition has improved also. We eat more healthfully than we used to. We know that eating low-fat food can prevent heart disease, and we know that eating fruits and vegetables can prevent cancer.

Improved health care and healthy eating habits allow us to live longer. Now we need to make sure that everyone in the world has these benefits.

Essay Organization

Theme:	People are living longer these days for several reasons.
Point 1:	Health care is available to more people now.
Examples:	Public hospitals More clinics and doctors
Point 2:	The quality of health care has improved.
Examples:	More knowledge about diseases and cures Antibiotics and other medicines
Point 3:	The quality of nutrition has improved.
Examples:	Low-fat food prevents heart disease. Fruits and vegetables prevent cancer.

Free Practice

Do any or all of the following activities on your own or in a group. There are no answers provided.

1. Read the essays in the Model Essay section. Identify all the subjects and verbs.
2. Read the essays in the Model Essay section. Identify the coordinate and subordinate conjunctions.
3. Read the essays in the Model Essay section. Underline all modifying expressions.
4. Read the essays in the Model Essay section. Circle all the punctuation.
5. Review all of the essays you have written. Check the sentences, clauses, modifiers, and punctuation.



USING THE PROOFING CHECKLIST

HOW TO REVISE

It is very easy to make clean, precise revisions when you use the computer. If you make corrections on your handwritten essay, you must do so very neatly. Here are some ways to make your revisions clear to your reader.

- Delete a word or phrase.** Cross out the word completely.
- Insert a word or phrase.** Use the caret (^) symbol to indicate where something should be inserted.

*Student evaluations of teachers ^{also} makes students feel ^{as if} ~~like~~
^{their} they have a say in what happens in [^] schools.*

If you write your essay by hand, you might want to leave extra space between the lines in case you need to insert a change.

Proofing Checklist

You will not be able to take this list into the testing room, but soon it will be second nature to you. As you proof the practice essays in this book and proof your own practice essays, you will become familiar with the four areas of this checklist.

✓	CONTENT
	Is there a thesis statement or introduction?
	Is there a topic sentence for each paragraph?
	Are there supporting details for each topic statement?
	Is there a conclusion?
✓	CLARITY
	Are there run-on sentences or sentence fragments?
	Are there misplaced modifiers or dangling modifiers?
	Are the structures parallel?
	Are there transition words?
	Are the sentences and paragraphs cohesive?
✓	PUNCTUATION AND SPELLING
	Are the paragraphs indented?
	Are there punctuation marks such as periods at the end of each sentence?
	Do all sentences begin with capital letters?
	Are all the words spelled correctly?

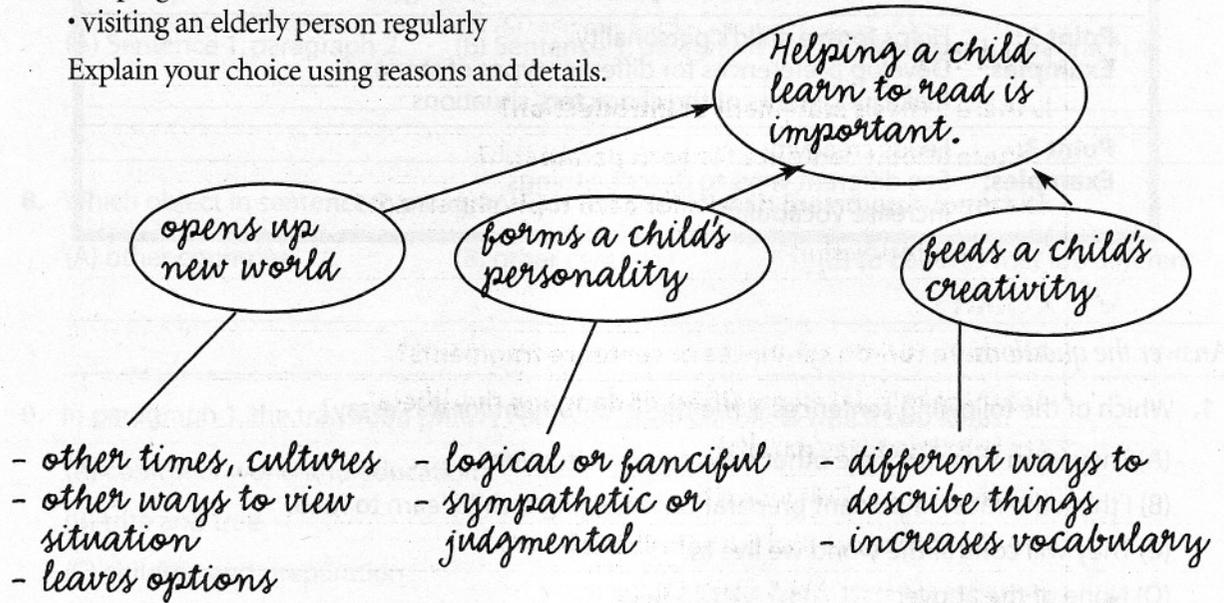
Practice 7

Proof the following essay by answering the questions that follow.

Which activity is most important?

- reducing pollution in your neighborhood
- helping a child learn to read
- visiting an elderly person regularly

Explain your choice using reasons and details.



Helping a Child to Read

The children of today will be the citizens of tomorrow. They will control the world we live in. For that reason, they must have the best education possible. We must prepare them for their role in our future. I think the most important preparation is helping a child learn to read.

Reading opens up a whole new world to a child. It lets them travel to other countries, other centuries, and to cultures that are different. It teaches them about the way people different from themselves think about things. They learn that there are another ways to view situations.

Reading helps to form a child's personality. Does the child prefer fantasy stories, adventure stories, or nonfiction. is she sympathetic to the characters' difficulties, or does she think the characters' problems are there own fault? Children learn how to form preferences and make judgments when they're reading.

A child's creativity is fed by reading. It shows them there are many different ways to describe the same thing. It increases their vocabulary which will help them learn subjects in school more quickly.

Many ways to make a difference in a community. Learning to read, I believe that the activity brings hope to the future.

Essay Organization

Theme:	The most important activity is helping a child learn to read.
Point 1:	Opens up new worlds.
Examples:	"Travel" to other countries, centuries, and cultures Learn how different people think about things
Point 2:	Helps form a child's personality.
Examples:	Develop preferences for different types of stories Make judgments of the characters' situations
Point 3:	Feeds creativity.
Examples:	See different ways to describe things Increase vocabulary

Answer the questions.

- Which of the following sentences is the thesis statement for this essay?
 - They learn that there are other ways to view situations.
 - I think the most important preparation is helping a child learn to read.
 - They will control the world we live in.
 - None of the above.
- Which of the following sentences is the topic sentence for paragraph 3?
 - Does the child prefer fantasy stories, adventure stories, or nonfiction?
 - Children learn how to form preferences and make judgments when they're reading.
 - Reading helps to form a child's personality.
 - None of the above.
- Which of the following sentences supports this statement: Reading opens up a whole new world to a child.
 - There are many ways to make a difference in a community
 - We must prepare them for their role in our future.
 - It teaches them about the way people different from themselves think about things.
 - None of the above.
- In which paragraph is there a sentence fragment? Correct it.
 - Paragraph 1
 - Paragraph 3
 - Paragraph 5

- In which sentence is there a dangling participle? Correct it.
 - Sentence 4, paragraph 1
 - Sentence 1, paragraph 4
 - Sentence 2, paragraph 5

6. Which sentence is not parallel with the others in paragraph 2? Correct it.

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

7. Which topic sentence is not parallel with the others? Correct it.

- (A) Sentence 1, paragraph 2 (B) Sentence 1, paragraph 3 (C) Sentence 1, paragraph 4
-
-

8. Which object in sentence 2, paragraph 2 is not parallel with the others? Correct it.

- (A) other countries (B) other centuries (C) to cultures that are different
-
-

9. In paragraph 1, the transition phrase *For that reason* connects which two ideas?

(A) control of world and education

(B) trite and true

(C) children and preparation

10. Which paragraph is not indented?

(A) Paragraph 1

(B) Paragraph 3

(C) Paragraph 4

11. Which sentence does not end with the correct punctuation? Correct it.

(A) Sentence 2, paragraph 2

(B) Sentence 2, paragraph 3

(C) Sentence 1, paragraph 4

12. Which sentence does not begin with a capital letter?

(A) Sentence 5, paragraph 1

(B) Sentence 2, paragraph 2

(C) Sentence 3, paragraph 3

13. Which word is not spelled correctly in this essay? Correct it.

(A) *lets* in sentence 2, paragraph 2

(B) *there* in sentence 3, paragraph 3

(C) *ways* in sentence 2, paragraph 4

Essay Organization

Theme:	Our community should hire a landscaper.
Point 1:	We need to make empty land attractive and useful.
Examples:	Gardens and benches Bike and walking paths
Point 2:	We need to plant shade trees.
Examples:	Improve appearance Increase property value
Point 3:	We need a better entrance.
Examples:	Noticeable Attractive

Answer the questions.

- Which of the following sentences is the thesis statement for this essay?
 - I believe that hiring a landscaper would be most beneficial to us.
 - Everyone has been debating which specialty would be the best.
 - Our community has only enough money to hire one new employee.
 - None of the above.
- Which of the following sentences is the topic sentence for paragraph 4?
 - We need a more noticeable and attractive entrance to our community.
 - We have a sign at the entrance.
 - A landscaper could plant flowers and bushes around the entrance.
 - None of the above.
- Which of the following sentences supports this statement: These areas could be made more attractive and useful.
 - Our community doesn't have enough shade.
 - They could be used as parks.
 - We have empty land that isn't used.
 - None of the above.
- In which paragraph is there a run-on sentence? Correct it.
 - Paragraph 1
 - Paragraph 2
 - Paragraph 4

- In which sentence is there a misplaced modifier? Correct it.
 - Sentence 2, paragraph 1
 - Sentence 1, paragraph 2
 - Sentence 2, paragraph 3

6. Which modifier is not parallel in paragraph 5? Correct it.

- (A) safe (B) beautifully (C) professional
-

7. Which adjective in sentence 4, paragraph 3 is not parallel with the others? Correct it.

- (A) shadier (B) cooler (C) it will be more attractive
-

8. In paragraph 5, the transition phrase *Our next step* connects which two ideas?

- (A) We don't have a recreation area./We should hire a landscaper.
 (B) We don't have shade./We don't have trees.
 (C) We need an attractive entrance./Our neighborhood is safe.

9. In paragraph 3, which words provide cohesion?

- (A) shade/shadier
 (B) community/landscaper
 (C) attractive/values

10. Which words provide cohesion?

- (A) In paragraph 1, *Since*
 (B) In paragraph 2, *For example*
 (C) In paragraph 4, *all the time*

11. Which paragraph is not indented?

- (A) Paragraph 1 (B) Paragraph 2 (C) Paragraph 5

12. Which sentence is not correctly punctuated? Correct it.

- (A) Sentence 1, paragraph 2 (B) Sentence 2, paragraph 3 (C) Sentence 3, paragraph 4
-

13. Which sentences do not begin with a capital letter?

- (A) Sentence 2, paragraph 1
 (B) Sentence 5, paragraph 2
 (C) Sentence 2, paragraph 4

14. Which word is not spelled correctly in this essay? Correct it.

- (A) *be* in sentence 2, paragraph 1
 (B) *by* in sentence 2, paragraph 4
 (C) *four* in sentence 1, paragraph 5
-

15. Which word is not used correctly in this essay? Correct it.

- (A) *enough* in sentence 1, paragraph 1
- (B) *alot* in sentence 2, paragraph 1
- (C) *get us* in sentence 3, paragraph 4

Practice 9

Proof the following essay by answering the questions that follow.

Topic 167

Your school has enough money to purchase either computers for students or books for the library. Which should your school choose to buy—computers or books? Use specific reasons and examples to support your recommendation.

Now	Proposed	Reason
out-of date reference material	use Internet	get current information on the Internet
students might not know computer skills	give every student a computer	students will learn computer skills
slow access to info	get information instantly	find information quickly on Internet

Buy Computers

Our school already has books in its library and it already has computers. however, I think buying more computers is more important than buying more books. Computers provide access to more information than books, and they provide it more quickly. Also, in this modern world, every student needs to learn how to use computers skillfully. We need computers more than we need books.

Computers, unlike books, provide access up-to-date information. Right now, the books reference in our library are very outdated. If we buy new books today, they will become old very quickly. Computers, on the other hand, provide the ability to access the latest information on the Internet. They are the best tool available.

Computers also provide information more quickly. Just type in a keyword and many sources of information appear instantly on the screen. It takes much longer to watch information in a book, and often the book you want is not immediately available. You have to wait for somebody to return it or one has to order it from another library.

Computers are an important tool in the modern world, so students have to learn how to use them. If students do all their schoolwork on computers, they will develop the computer skills that they will need in the future. Therefore, we need to have a computer for every student in the school.

If we buy more computers for our school, all the students will have access to the latest information. They will be able to do their work more quickly and important skills will be learned, to. For these reasons, I feel that purchasing computers will benefit us more than buying books.

Essay Organization

Theme:	Our school should buy more computers instead of more books.
Point 1:	Computers provide access to the latest information.
Examples:	Books become old quickly. The latest information is on the Internet.
Point 2:	Computers provide information more quickly.
Examples:	You can get information instantly on a computer. It takes a long time to find information in a book.
Point 3:	Students need to learn computer skills.
Examples:	Computer skills are important in the modern world. Students learn computer skills by using computers daily.

Answer the questions.

- Which of the following sentences is the thesis statement for this essay?
 - Our school already has books in its library and it already has computers.
 - Computers provide access to more information than books.
 - Every student needs to learn how to use computers skillfully.
 - None of the above.
- Which of the following sentences is the topic sentence for paragraph 2?
 - If we buy new books today, they will become old very quickly.
 - Right now, the books in our library are very outdated.
 - Computers, unlike books, can access up-to-date information.
 - None of the above.
- Which of the following sentences supports this statement: "Computers also provide information more quickly."
 - You have to wait for somebody to return it.
 - It takes much longer to look up information in a book.
 - Many sources of information appear instantly on the screen.
 - None of the above.
- In which paragraph is there a sentence fragment? Correct it.

(A) Paragraph 1 (B) Paragraph 4 (C) Paragraph 5

- In which sentence is there a misplaced modifier? Correct it.
 - Sentence 4, paragraph 1
 - Sentence 2, paragraph 2
 - Sentence 3, paragraph 4

6. In which sentence in paragraph 3 could parts be made parallel? Correct it.

- (A) Sentence 2 (B) Sentence 3 (C) Sentence 4
-

7. Which sentence in paragraph 5 could parts be made parallel? Correct it.

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

8. In paragraph 2, sentence 5, the pronoun *They* refers to which antecedent?

- (A) books (B) students (C) computers

9. Which word provides cohesion between paragraphs 2 and 3?

- (A) provide (B) access (C) available

10. Which words provide cohesion?

- (A) In paragraph 2, *up-to-date* and *latest*
 (B) In paragraph 3, *appear* and *return*
 (C) In paragraph 4, *important* and *develop*

11. Which paragraph is not indented?

- (A) Paragraph 1 (B) Paragraph 3 (C) Paragraph 5

12. Which sentence does not begin with a capital letter?

- (A) Sentence 2, paragraph 1
 (B) Sentence 3, paragraph 3
 (C) Sentence 2, paragraph 5

13. Which word is not spelled correctly in this essay? Correct it.

- (A) *than* in sentence 5, paragraph 1
 (B) *Therefore* in sentence 3, paragraph 4
 (C) *to* in sentence 2, paragraph 5
-

14. Which word is not used correctly in this essay? Correct it.

- (A) *However* in sentence 2, paragraph 1
 (B) *unlike* in sentence 1, paragraph 2
 (C) *watch* in sentence 3, paragraph 3
-

Practice 10

Proof the following essay. Use the Proofing Checklist as a guide.

The type and number of errors are identified.

Proofing Checklist

✓	CONTENT
1	Is there a thesis statement or introduction?
✓	Is there a topic sentence for each paragraph?
✓	Are there supporting details for each topic statement?
✓	Is there a conclusion?
✓	CLARITY
2	Are there run-on sentences or sentence fragments?
1	Are there misplaced modifiers or dangling modifiers?
1	Are the structures parallel?
✓	Are there transition words?
✓	Are the sentences and paragraphs cohesive?
✓	PUNCTUATION AND SPELLING
✓	Are the paragraphs indented?
2	Are there punctuation marks such as periods at the end of each sentence?
1	Do all sentences begin with capital letters?
1	Are all the words spelled correctly?

Topic 2

Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.

Not the Best Teachers

Parents shape their children from the beginning of their children's lives. They teach their children values. They share their interests with them. They develop close emotional ties with them. Parents can be very important teachers in their children's lives;

Parents may be too close to their children emotionally. For example, may limit a child's freedom in the name of safety. A teacher may organize an educational trip to a big city, but a parent may think this trip is too dangerous. A school may want to take the children camping, but a parent may be afraid of the child getting hurt.

Another problem that parents sometimes expect their children's interests to be similar to their own. if the parents love science, they may try to force their child to love science too. But what if the child prefers art. If the parents enjoy sports, they may expect their child to participate on different teams. But what if the child prefers to read?

Parents want to pass on there values to their children. However, things change. The children of today are growing up in a world different from their parents' world. Sometimes parents can't keep up with rapid social or technological changes, especially

older ones. A student who has friends of different races at school may find that his parents have narrower views. A student who loves computers may find that her parents don't understand or value the digital revolution.

Parents are important teachers in our lives, but they aren't always the best teachers. Fortunately, we have many teachers in our lives. Our parents teach us, our teachers teach us, and we learn from our peers. Books and newspapers also teach us. All of them are valuable

Essay Organization

Theme:	Parents aren't always the best teachers.
Point 1:	They may be close emotionally.
Examples:	Trip to a big city Camping.
Point 2:	They may expect similar interests.
Examples:	Science vs. art Sports vs. reading
Point 3:	Values change
Examples:	Friends of different races Computers

Write the error, its location (sentence/paragraph), and its correction.

ERROR	LOCATION	CORRECTION
CONTENT		
1. Thesis statement	paragraph 1 sentence 5+	parents can be very important teachers in their children's lives; however, they are not always the best teachers.
GRAMMAR		
2.		
3.		
4.		
5.		

PUNCTUATION

6.

7.

8.

SPELLING

9.

Practice 11

Proof the following essay. Use the Proofing Checklist as a guide. Use the concept map to help you identify the content.

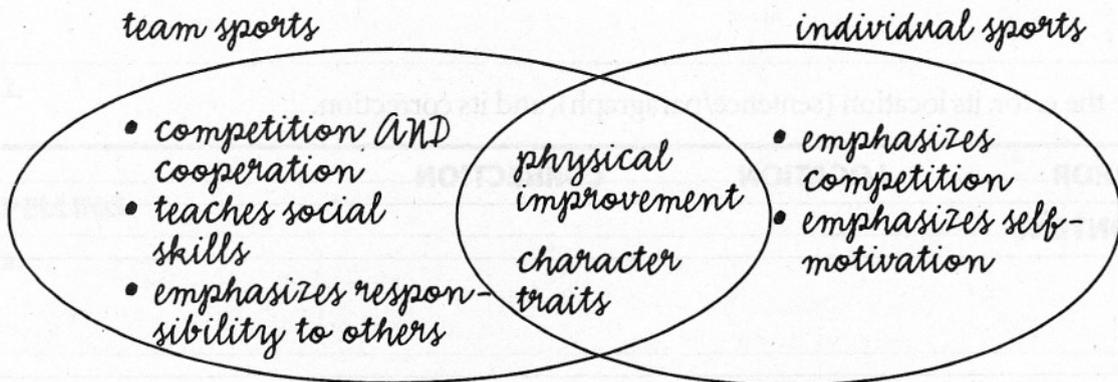
The type and number of errors are identified.

Proofing Checklist

✓	CONTENT
1	Is there a thesis statement or introduction?
✓	Is there a topic sentence for each paragraph?
1	Are there supporting details for each topic statement?
✓	Is there a conclusion?
✓	CLARITY
1	Are there run-on sentences or sentence fragments?
1	Are there misplaced modifiers or dangling modifiers?
1	Are the structures parallel?
✓	Are there transition words?
✓	Are the sentences and paragraphs cohesive?
✓	PUNCTUATION AND SPELLING
5	Are the paragraphs indented?
1	Are there punctuation marks such as periods at the end of each sentence?
1	Do all sentences begin with capital letters?
1	Are all the words spelled correctly?

Topic

Is it better for children to participate in team sports or individual sports? Why? Use specific reasons and examples to support your answer.



Learning to Be a Team Player

Both individual and team sports help children to improve physically. Both types of sports help children develop social skills and a sense of responsibility, too.

Both individual and team sports emphasize competition, but team sports have an added benefit. They also emphasize cooperation with teammates. All the players must work together to make the team win. Cooperation is important when throwing and catching the ball. It is also important when planning a strategy. Without cooperation, the team cannot succeed.

Team sports teach social skills better than individual sports. Team players must learn to communicate with other players to succeed that is not true for individual sports. Team players must learn to get along with their teammates. In individual sports, on the other hand, there are no teammates to interact with.

Finally, team sports help children learn to be responsible to others.

All sports teach skills important, but I believe that team sports players learn skills that will make them successful and happy throughout life. Thus, I always encourage young people to try a team sport.

Essay Organization

Theme:	It is better for children to participate in team sports.
Point 1:	Learn cooperation
Examples:	Throwing and catching the ball Planning a strategy
Point 2:	Learn social skills
Examples:	Communicate with teammates Get along with teammates
Point 3:	Learn responsibility
Examples:	Show up on time Do your best for the team

Write the error, its location (sentence/paragraph), and its correction.

ERROR	LOCATION	CORRECTION
CONTENT		
1.		
2.		

GRAMMAR

3.

4.

5.

PUNCTUATION

6.

7.

8.

9.

10.

11.

12.

SPELLING

13.

Practice 12

Proof the following essay. Use the Proofing Checklist as a guide. Use the concept map to help you identify the content.

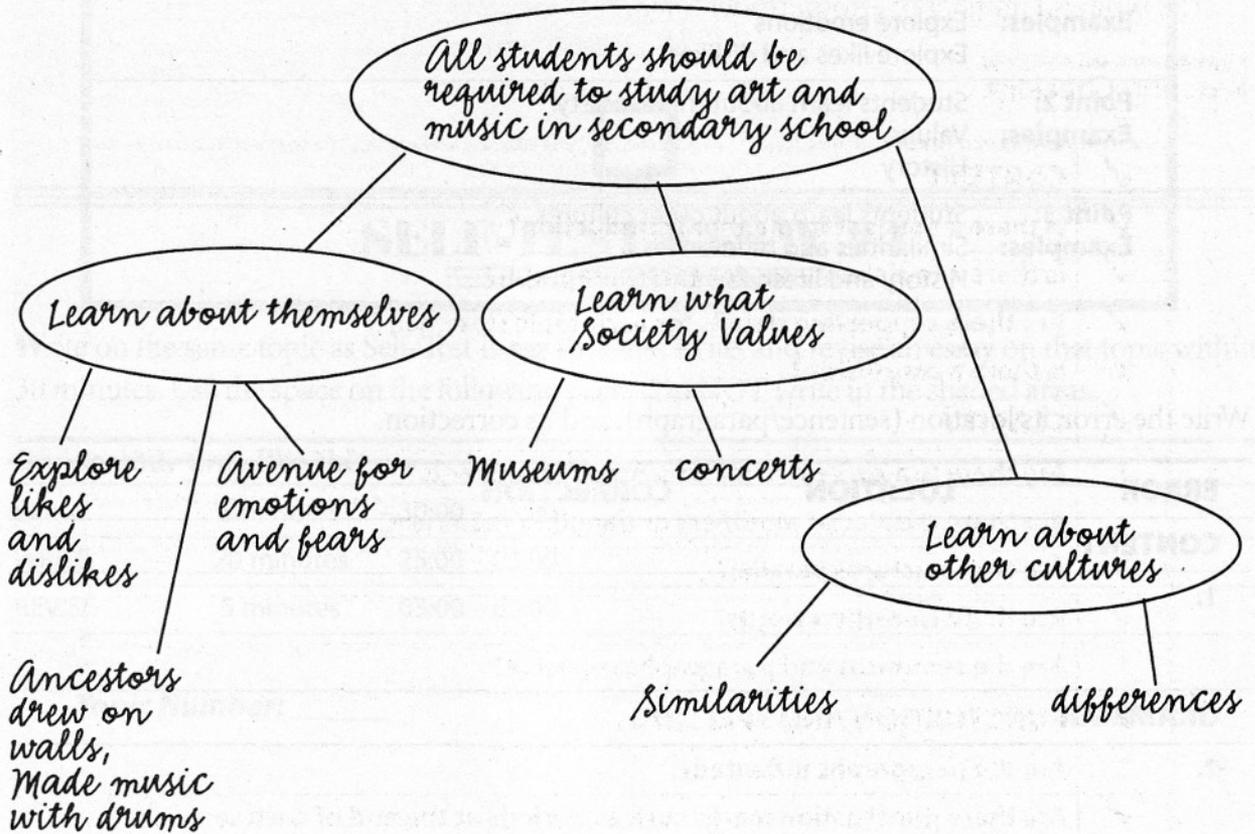
The type and number of errors are identified.

Proofing Checklist

✓	CONTENT
✓	Is there a thesis statement or introduction?
✓	Is there a topic sentence for each paragraph?
✓	Are there supporting details for each topic statement?
1	Is there a conclusion?
✓	CLARITY
1	Are there run-on sentences or sentence fragments?
1	Are there misplaced modifiers or dangling modifiers?
3	Are the structures parallel?
✓	Are there transition words?
1	Are the sentences and paragraphs cohesive?
✓	PUNCTUATION AND SPELLING
1	Are the paragraphs indented?
✓	Are there punctuation marks such as periods at the end of each sentence?
1	Do all sentences begin with capital letters?
✓	Are all the words spelled correctly?

Topic 125

Do you agree or disagree with the following statement? All students should be required to study art and music in secondary school. Use specific reasons to support your answer.



Yes to Music and Art in High School

I agree that all students should be required to study art and music in high school. Art and music can teach us many things. They can teach us about ourselves, about our society, and about the world we live in.

By studying art and music, students can learn a great deal about themselves. Both natural forms of self-expression. Just as our ancestors in caves drew on the walls and made music with drums, people today use art and music to explore their emotions. Students also explore their likes and dislikes when they choose the music they want to learn, or when they decide which subjects they want to draw. The process of making music or making art is a process of self-exploration.

Studying art and music means more than drawing or playing an instrument. Students go to museums and concerts, too. By studying pictures in museums, or when they listen to the selections in a musical program, students learn about their own culture. We learn about what our society values. They also learn about the history of their society and how lifestyles and values have changed over time.

By studying art and music from other cultures, students learn about other people around the world. they learn about what is important in other societies. They learn about similarities and differences between cultures. They learn about the history and lifestyles of other places. New worlds are opened up to them.

Essay Organization

Theme:	Studying art and music teaches students many things.
Point 1:	Students learn about themselves.
Examples:	Explore emotions Explore likes and dislikes
Point 2:	Students learn about their society.
Examples:	Values History
Point 3:	Students learn about other cultures.
Examples:	Similarities and differences History and lifestyle

Write the error, its location (sentence/paragraph), and its correction.

ERROR	LOCATION	CORRECTION
CONTENT		
1.		
GRAMMAR		
2.		
3.		
4.		
5.		
6.		
PUNCTUATION		
7.		
8.		

Free Practice

Do the following on your own or in a group. There are no answers provided.

1. Exchange essays with your friends and proof them following the Proofing Checklist.



SELF-TEST ESSAY #4

Write on the same topic as Self-Test Essay #1. Plan, write, and revise an essay on that topic within 30 minutes. Use the space on the following pages. Do NOT write in the shaded areas.

Divide your time like this.

PLAN	5 minutes	30:00 – 25:00
WRITE	20 minutes	25:00 – 05:00
REVISE	5 minutes	05:00 – 00:00

Topic Number: _____

PLAN

Concept Map

Thesis Statement

General Ideas

Supporting Details

REVISE

Proofing Checklist

Reread your essay. Use this checklist as a guide.

✓	CONTENT
	Is there a thesis statement or introduction?
	Is there a topic sentence for each paragraph?
	Are there supporting details for each topic statement?
	Is there a conclusion?
✓	CLARITY
	Are there run-on sentences or sentence fragments?
	Are there misplaced modifiers or dangling modifiers?
	Are the structures parallel?
	Are there transition words?
	Are the sentences and paragraphs cohesive?
✓	PUNCTUATION AND SPELLING
	Are the paragraphs indented?
	Are there punctuation marks such as periods at the end of each sentence?
	Do all sentences begin with capital letters?
	Are all the words spelled correctly?

Appendix

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