Chapter 1

Thinking and Writing

Skill A  Integrated Writing: Organizing Information
Skill B  Integrated Writing: Integrated Writing: Paraphrasing
Skill C  Independent Writing: Brainstorming
Skill D  Independent Writing: Writing Thesis Statements and Topic Sentences
Vocabulary Review
### Necessary Skills

- Understanding information from both reading and listening passages
- Taking notes on the reading and listening passages
- Using information from your notes in your writing
- Synthesizing the information taken from both the reading and listening passages

<table>
<thead>
<tr>
<th>Process</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and listen, then take notes</td>
<td>You will not see the prompt until after you finish reading and writing, so taking notes is essential.</td>
</tr>
<tr>
<td></td>
<td>Take notes of major points from both reading and listening.</td>
</tr>
<tr>
<td>Read the question and understand the task</td>
<td>Identify what kind of relationship between the reading and the listening the question asks you to discuss.</td>
</tr>
<tr>
<td>Select ideas from your notes</td>
<td>Choose the points that you need to discuss. Think about how the points in the lecture relate to the points in the reading. The listening passage will present details that will either challenge the information presented in the reading, present a counter example, or describe the consequences of an attempt to solve a problem presented in the reading.</td>
</tr>
<tr>
<td>Organize the ideas</td>
<td>Include information from both the reading and listening passages.</td>
</tr>
<tr>
<td></td>
<td>Clearly show the relationship between the information presented in the listening and that presented in the reading passage. Limit the time for organizing to less than 2 minutes, in order to give yourself more time for writing and editing.</td>
</tr>
</tbody>
</table>
Should students in Turkey be allowed to wear their head scarves in class? This issue is currently under debate. There are even politicians in the Turkish parliament suggesting head scarves be banned by law. Most universities in Turkey have rules forbidding Muslim students from wearing head scarves inside buildings, but not all professors agree with these rules. Many professors are sympathetic toward their female Muslim students. Muslim women are typically uncomfortable not wearing head scarves in public.

**Issue:** ___________ head scarves in class

**Pro:** Some ___________ in parliament, most ___________

- proposed law

- existing ___________ at universities

**Con:** Muslim women, many ___________

- women ___________ without head scarves
Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used.

Problem with head scarves: ____________
- image of head scarves - old-fashioned, ____________
- modern image - look like a ____________ person

Another example of ____________ fashion: the fez
- ____________ hat for men
- banned in ____________ 20th century

big deal  early  image  outlawed
public  traditional  uncivilized  Western

Step 3

Review your notes from both the reading and the lecture. Pay attention to the main ideas and supporting details. Rewrite the ideas as complete sentences.

Reading:
Main idea: _____________________________
Supporting idea: __________________________
Supporting idea: __________________________

Lecture:
Main idea: _____________________________
Supporting idea: __________________________
Supporting idea: __________________________
Step 4

Use the main ideas and details from Steps 1, 2, and 3 to complete the passage. Include information from both the reading and the lecture.

According to the reading, some people in ___________ ___________ to ban head scarves ___________ ___________. ___________ politicians and ___________ universities are in favor of ___________ or laws ___________ head scarves in class. However, Muslim women and some professors are ___________ such rules and laws. Those who are against ___________ ___________ argue that they give Turkey a bad ___________. Women wearing head scarves give Turkey an ___________ or ___________ image. This issue is similar to one in the past when the ___________ in ___________ outlawed ___________ from wearing the ___________ in public.
Many schools teach that Spanish explorer Christopher Columbus discovered the Americas. Did he really? Scientists have found evidence of a Viking village in Newfoundland that existed 500 years before Columbus sailed to the New World. Now, historians admit that Vikings reached North America first. Yet, many still contend that Columbus’ voyage in 1492 was more important. The Vikings had only one village. Historians say Columbus opened the door for European settlement of the Americas.

**Issue:** Who _____________ the Americas?

**Vikings:**
- had _____________ in Newfoundland
- arrived five _____________ years before Columbus

**Columbus:**
- _____________ say his voyage in _____________ was more important
- opened the door for European _____________
**Step 2**

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used.

**Question:** Did Columbus learn about North America in ___________?

**Pro:**
- he wrote in his ___________ about visiting a land similar to Iceland in ___________
- he might have learned about North America from the ___________ in Iceland

**Con:**
- details about Iceland in his diary were ___________
- no other ___________ that Columbus went to Iceland

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<table>
<thead>
<tr>
<th>North America</th>
<th>Vikings</th>
<th>1477</th>
<th>Iceland</th>
</tr>
</thead>
<tbody>
<tr>
<td>wrong</td>
<td>evidence</td>
<td>continent</td>
<td>diary</td>
</tr>
</tbody>
</table>

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**Step 3**

Review your notes from both the reading and the lecture. Pay attention to the main ideas and supporting details. Rewrite the ideas as complete sentences.

**Reading:**

Main idea: ____________________________________________

Supporting idea: ______________________________________

Supporting idea: ______________________________________

**Lecture:**

Main idea: ____________________________________________

Supporting idea: ______________________________________

Supporting idea: ______________________________________
Did Christopher __________ really __________ the New World? We know that the __________ reached __________ __________ 500 years before Columbus arrived in __________. Some __________ believe that Columbus visited __________ before he went to America. They think he learned about North America from the people there. However, there is not enough __________ to prove that this happened. Even though the __________ got there first, many __________ say that Columbus's __________ to North America was more important. The Vikings had only one __________ in Newfoundland. Columbus opened the door to European __________.
The Internet provides many exciting opportunities. You can research information, play games, and communicate with people all over the world. It's even possible to shop without leaving home! There are dangers to the Internet, however. For instance, children might access inappropriate information, such as websites about sex and gambling. In addition, someone could steal your personal information. There are also certain health problems related to the Internet. Using a computer too often can strain your eyes and hurt your back.

**Issue:** The ________ and ________ of the Internet

**Pro:** Can: — ________ information

— ________ with people all over the world

— ________ from home

**Con:** Children can access ________ information

Someone could steal ________ ________

Can be bad for your ________ and ________
Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used.

- physical problems and ____________ problems
- don’t have ____________ — ____________ — ____________ contact
- forget ____________ of others online

Invention (n): a new device or method of doing something
Encyclopedia (n): a reference book with information on various topics arranged alphabetically
Convenient (adj): easy to reach; comfortable to use or access
Isolated (adj): separated from others; solitary
Contact (n): a coming together; a connection

Step 3

Review your notes from both the reading and the lecture. Pay attention to the main ideas and supporting details. Rewrite the ideas as complete sentences.

Reading:
Main idea:

Supporting idea:

Supporting idea:

Lecture:
Main idea:

Supporting idea:

Supporting idea:
Step 4

Use the main ideas and details from Steps 1, 2, and 3 above to complete the passage. Include information from both the reading and the lecture.

The ____________ is an amazing ____________, but you should be careful how you use it. You can do lots of things on the Internet, such as ____________ information, watching movies, ____________ with people all over the world, and ____________. However, as the reading points out, you may find bad things online, too. There are some websites that ____________ should not see. Also, dishonest people may use the Internet to steal money or even steal your personal ____________. The reading also says that using the Internet too often can cause ____________ problems. On top of all this, the professor says in her lecture that the Internet also causes ____________ problems. She says people may become ____________ from society. They may also forget about other people’s ____________ online because they don’t see those people ____________ – ____________ – ____________. 
Is Pluto a planet? Scientists first believed that it was. Now, many are changing their minds. Like all planets, Pluto has enough gravity to pull itself into a sphere. It even has its own moon. Scientists have also detected that Pluto has a very thin atmosphere. All of these facts support the idea that Pluto is a planet. Since we have been calling it a planet since its discovery in 1930, a lot of people are in favor of just leaving it that way.

**Issue:** Is Pluto a ___________?

- some ___________ are changing their minds

**Pro:**
- shaped like a ______________
  - has a ______________
  - has a thin ______________
  - been called a planet since ______________

**distant (adj):**
faraway; remote

**area (n):**
a distinct part or section; a place

**sphere (n):**
a round, ball-shaped object

**detect (v):**
to find; to discover

**discovery (n):**
a finding of new knowledge
Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used.

<table>
<thead>
<tr>
<th>Problem with Pluto's _____</th>
<th>definition (n): an understanding, a statement of characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence that it is “not a _____”</td>
<td>classification (n): a grouping, an organization</td>
</tr>
<tr>
<td>- _____ to objects from _____</td>
<td>similar (adj): having many of the same features</td>
</tr>
<tr>
<td>- is tiny</td>
<td>tilted (adj): at an angle</td>
</tr>
<tr>
<td>- fits definition of _____</td>
<td>despite (prep): in spite of, even though</td>
</tr>
<tr>
<td>- has a _____ orbit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>classification</th>
<th>comet</th>
<th>gravity</th>
<th>Kuiper Belt</th>
</tr>
</thead>
<tbody>
<tr>
<td>planet</td>
<td>similar</td>
<td>sphere</td>
<td>tilted</td>
</tr>
</tbody>
</table>

Step 3

Review your notes from both the reading and the lecture. Pay attention to the main ideas and supporting details. Rewrite the ideas as complete sentences.

**Reading:**

Main idea: 

Supporting idea: 

Supporting idea: 

**Lecture:**

Main idea: 

Supporting idea: 

Supporting idea:
Step 4

Use the main ideas and details from Steps 1, 2, and 3 above to complete the passage. Include information from both the reading and the lecture.

Some scientists are thinking about changing the ______ of Pluto. Should it be called a ______? On one hand, the reading passage says Pluto has several characteristics ______ to a planet. It orbits a star, has enough ______ to form a ______, has an ______, and has a ______. On the other hand, the lecture explains that Pluto looks more like a ______ than a planet. Pluto is similar in size to other objects in the ______. It also has a ______ orbit, which is different than all of the other planets. Although Pluto has been called a planet since its ______ in 1930, maybe it is time to change Pluto’s ______.
Integrated Writing: Paraphrasing

**Necessary Skills**

- Understanding the original text accurately
- Using your own words to convey essential information and ideas from the reading and listening
- Being able to express the same information using different vocabulary and sentence structure

**The Process of Paraphrasing**

- Understand the full meaning of the original text.
- Take notes on the passage. Write down key information including a few phrases, major points, and important details.
- WITHOUT looking at the original passage, paraphrase the information in your own words, just by looking at your notes.
- Check the original passage for any missed key information.

**Strategy**

- Use related words and phrases, including synonyms and antonyms of words and concepts in the original passage.
  
  **Example:** The average daytime temperature in the Gobi desert does not often go below 38°C. → The average daytime temperature in the Gobi desert is usually at or above 38°C.

- Change word forms and rephrase to make things simpler.
  
  **Example:** for organization → in order to organize people at the age of thirty → thirty-year-old people

- Use different sentence structure.
  
  **Example:** Many Asian countries export rice to North America. → Rice is exported to North America by many Asian countries.

- Change the order of presentation of the information.

- Cite information from the original source by using signal words.
  
  **Example:** According to the professor/passage, → The professor says/mentions/states/argues/believes/found that ...
Practice 1

Step 1

Read the following passage. Underline the main idea. Predict how the listening passage may contrast with the reading.

Bill Bryson has written several books on the history of the English language. He explains that Britain made English an international language in the 19th century with the expansion of its empire. Americans, though, have been the driving force behind the spread of English in the 20th century. Bryson asserts that America’s commercial influence is a main factor. American exports reach every corner of the globe. America’s cultural influence is another key factor. American movies, music, and books can be found almost everywhere.

Step 2

Below is important information from the reading above. After each sentence are two possible paraphrases of it. Choose the best paraphrase for each sentence.

A. America’s commercial influence is a main factor.
   1. The buying and selling power of America is one reason.
   2. This is one of the main things that Americans buy.

B. America’s cultural influence is another key factor.
   1. A second reason is that American culture has influenced other countries.
   2. Americans are highly influenced by world culture.

C. In the space below, write a paraphrase of the main idea that you underlined.
Step 3

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used.

Factors driving spread of English

• Business
• Hollywood
• ___________
  — ___________ of online content in English
  — fewer ___________ for searches not in English
  — ___________ of hits for ___________ in English
  — most ___________ content available in American English

ubiquitous (adj): very common
widespread (adj): common in many places
couple (adj): two
clearly (adv): without doubt; not vaguely
available (adj): accessible; ready to be used

Step 4

Look at the phrases and sentences from the lecture notes. Try to think of synonyms for the words listed. Write correct sentences to paraphrase these notes using the synonyms that you thought of.

A. majority of online content in English
   synonyms: majority - ___________
               online content - ___________
   paraphrase: ___________

B. fewer hits for searches not in English
   synonyms: fewer - ___________
               not in English - ___________
   paraphrase: ___________
Step 5

A. Changing Keywords
Below are two incomplete paraphrases of key information from the lecture. Fill in the missing parts with words or phrases from the box. These words and phrases are synonyms or are similar in meaning to the actual words used in the lecture.

- driving/influencing/encouraging
- main/key/important
- presented/available/given
- in the past, today/years ago, these days/then, now
- most/the majority/the largest amount
- online content/information on the Web

1. Two __________ factors __________ the spread of English both __________ and __________ are business and Hollywood.

2. __________ of __________ in English is __________ in American English.

B. Changing Sentence Structure
Try to complete the following paraphrases of the sentences from part A above.

1. American businesses and Hollywood are two key factors that __________

2. Typically, American English is what is used __________

Step 6

Read the following sentences taken from the reading and the lecture. Create new sentences by combining the ideas in each pair of sentences.

(A) Americans, though, have been the driving force behind the spread of English in the 20th century.
(B) American English has become so ubiquitous—that is, widespread—for several reasons.

(A)+(B):

(A) American movies, music, and books can be found almost everywhere.
(B) Another key factor driving the spread of English today is the Internet.

(A)+(B):
Practice 2

Step 1
Read the following passage. Underline the main idea. Predict how the listening passage may contrast with the reading.

Before now, people usually thought of sunlight as a friend. It’s a fairly new idea that sunlight is actually harmful. We often go out in the heat of the day. This may be one reason it harms us. The hour before sunrise and the hour after sunset are cooler. Many animals that live outside are most active in those times. Perhaps they know how to use sunlight more wisely than we do. During the early and later parts of the day, we are exposed to fewer harmful rays from the sun.

Step 2
Below is important information from the reading above. After each sentence are two possible paraphrases of it. Choose the best paraphrase for each sentence.

A. Many animals that live outside are most active in those times.
   1. It is during these times that a lot of outdoor animals are busiest.
   2. Many outside animals are more active than people in the morning or at night.

B. During the early and later parts of the day, we are exposed to fewer harmful rays from the sun.
   1. Early in the morning and late in the evening, not as many harmful rays from the sun hit us.
   2. We should be exposed to less harmful sunlight later on in the day.

C. In the space below, write a paraphrase of the main idea that you underlined.
Step 3

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used.

How sunlight helps us:
A) Prevents illness
B) Kills ___________
   - hospitals without much ___________ have ____________
     germs
   - ___________ with more sunlight have ____________
     germs
   - more sunlight ⇒ people recover ____________

keywords & key phrases
sunlight
bacteria
fewer
less
more
hospitals
glass
faster

disease (n): a sickness; an illness
germs (n): a microorganism that may cause sickness
bacteria (n): single-celled microorganisms that may cause sickness
recover (v): to regain health after a sickness reconsider (v): to think about an idea or belief again after gaining new knowledge

Step 4

Look at the phrases and sentences from the lecture notes. Try to think of synonyms for the words listed. Write correct sentences to paraphrase these notes using the synonyms that you thought of.

A. Sunlight kills germs that cause sickness.
synonyms: germs - ___________
sickness - ___________
paraphrase: __________________________

B. recover faster
synonyms: recover - ___________
faster - ___________
paraphrase: __________________________
Step 5

A. Changing Keywords

Below are two incomplete paraphrases of key information from the lecture. Fill in the missing parts with words or phrases from the box. These words and phrases are synonyms or are similar in meaning to the actual words used in the lecture.

- light/rays/sunbeams
- prevent/stop/heal
- harm/hurt/damage/injure/impair
- solar light/light from the sun/rays from the sun
- fatal/life threatening/deadly
- illnesses/sicknesses/diseases
- giving them/causing/inducing
- serious/dangerous/severe

1. __________ can actually __________ or cure a lot of __________ that can be __________.

2. Even though __________ from the sun can sometimes __________ people by __________ skin cancer, it isn’t usually __________.

B. Changing Sentence Structure

Try to complete the following paraphrases of the sentences from part A above.

1. A lot of these illnesses that can be life threatening __________

2. It’s true that sunlight can cause __________

Step 6

Read the following sentences taken from the reading and the lecture. Create new sentences by combining the ideas in each pair of sentences.

(A) Many animals that live outside are most active in those times.
(B) Perhaps they know how to use sunlight more wisely than we do.

(A)+(B): __________

(A) Sunlight can keep people from getting many diseases.
(B) Sunlight can kill germs or bacteria that cause sickness.

(A)+(B): __________
Skill B  Q1 Science

Practice 3

Step 1
Read the following passage. Underline the main idea. Predict how the listening passage may contrast with the reading.

Everything that we know of is made of something called atoms. They are made of particles called electrons, protons, and neutrons. When atoms are split, large amounts of heat and energy are created. This is called nuclear power. Scientists can use this energy to make electricity. A steam turbine and then a generator are used to convert nuclear power into electricity. Although many people have fears about nuclear power, it is an excellent way to make electricity.

Step 2
Below is important information from the reading above. After each sentence are two possible paraphrases of it. Choose the best paraphrase for each sentence.

A. Scientists can use this energy to make electricity.
   1. Scientists are able to produce electricity from that type of energy.
   2. Scientists convert nuclear power into electricity.

B. Although many people have fears about nuclear power, it is an excellent way to make electricity.
   1. Though there are fears about how the electricity is made, people support the use of nuclear power in this way.
   2. Nuclear power is a good way to make electricity even though lots of people have fears about it.

C. In the space below, write a paraphrase of the main idea that you underlined.

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Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used.

Reasons for not using _______ power:

A) waste is deadly ________
B) ________ can happen
C) high cost for ________
   - ________ boxes needed to bury waste
   - takes ________ time to break down

Stepped 4

Look at the phrases and sentences from the lecture notes. Try to think of synonyms for the words listed. Write correct sentences to paraphrase these notes using the synonyms that you thought of.

A. accidents can happen

   synonyms: accident - ________
   happen - ________

   paraphrase: ________

B. durable boxes needed to bury waste

   synonyms: durable - ________
   needed - ________
   bury - ________

   paraphrase: ________
Step 5

A. Changing Keywords

Below are two incomplete paraphrases of key information from the lecture. Fill in the missing parts with words or phrases from the box. These words and phrases are synonyms or are similar in meaning to the actual words used in the lecture.

- costs a great deal/costs a lot/is costly
- a lot of/many/a large number of
- caused/done

- nuclear reactors/atomic energy plants/buildings where nuclear power is made
- trees, flowers, and shrubs/flora/greenery
- injury/damage/harm

1. _____________ has already been _____________ to _____________ people, _____________.
   and animals.

2. Making the _____________ safe _____________.

B. Changing Sentence Structure

Try to complete the following paraphrases of the sentences from part A above.

1. Already, many people, plants, and animals have been _____________.

2. The cost is very high _____________.

Step 6

Read the following sentences taken from the reading and the lecture. Create new sentences by combining the ideas in each pair of sentences.

(A) This is called nuclear power.

(B) Scientists can use this energy to make electricity.

(A)+(B): _____________.

(A) There is one main reason for not using it.

(B) The waste is a deadly poison.

(A)+(B): _____________.

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Skill B  Q1  Earth Science

Practice 4

Step 1
Read the following passage. Underline the main idea. Predict how the listening passage may contrast with the reading.

What killed the dinosaurs? The cause of the extinction of dinosaurs is unclear. One theory argues that gradual changes on Earth made the dinosaurs die out. Scientists have been looking for clues that will help support this theory. For example, from the location of various dinosaur bones, scientists believe these huge animals walked long distances to find food. This might indicate plants in one area died for some reason, so the dinosaurs moved to a new area. As it became harder and harder to find food, more dinosaurs died out. Finally, when no more food could be found, the dinosaurs became extinct.

extinction (n): the process in which a type of animal or plant disappears from Earth
theory (n): a set of ideas used to explain an event
due (n): a hint; information that suggests an answer to a question
gradual (adj): slow; not sudden
die out (v phrase): to become extinct; to die without producing offspring

Step 2
Below is important information from the reading above. After each sentence are two possible paraphrases of it. Choose the best paraphrase for each sentence.

A. The cause of the extinction of dinosaurs is unclear.
   1. The reason the dinosaurs disappeared from Earth is not known for certain.
   2. Scientists disagree on the clarity of dinosaur extinction.

B. As it became harder and harder to find food, more dinosaurs died out.
   1. More and more dinosaurs died out because they could not find food.
   2. The dinosaurs contributed to a lack of food.

C. In the space below, write a paraphrase of the main idea that you underlined.
Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used.

**Step 3**

Dinosaur extinction:
Suddenly killed when __________ from space __________ the Earth
Clue = __________ in ocean near Mexico
After Earth was hit:
- __________ and dust flew into __________
- some dinosaurs killed by __________ or explosion
- some dinosaurs died because of __________ or no food

**Keywords / Key Phrases**
- atmosphere
- hit
- cold weather
- object
- crater
- plants
- floods
- steam

**Step 4**

Look at the phrases and sentences from the lecture notes. Try to think of synonyms for the words listed. Write correct sentences to paraphrase these notes using the synonyms that you thought of.

A. suddenly killed when object from space hit the Earth
   synonyms:  suddenly -
   killed -
   object from space -
   hit -
   paraphrase:

B. some dinosaurs killed by floods or explosion
   synonyms:  floods -
   explosion -
   paraphrase:
A. Changing Keywords

Below are two incomplete paraphrases of key information from the lecture. Fill in the missing parts with words or phrases from the box. These words and phrases are synonyms or are similar in meaning to the actual words used in the lecture.

- suddenly/quickly/very fast
- at the same time/at once/suddenly
- other researchers/some people/others
- slowly/little by little/over time/bit by bit/gradually
- became different/changed
- thought/idea/theory

1. That the Earth ____________ very slowly, causing dinosaurs to die out ____________, is one _____________.

2. One ____________ that ____________ believe is that a change caused the dinosaurs to die _____________.

B. Changing Sentence Structure

Try to complete the following paraphrases of the sentences from part A above.

1. Very gradual changes on the Earth caused dinosaurs _____________.

2. Others argue that dinosaurs disappeared _____________.

Step 6

Read the following sentences taken from the reading and the lecture. Create new sentences by combining the ideas in each pair of sentences.

(A) One idea is that gradual changes on Earth made them die out.
(B) The other is that they were killed by something that hit Earth.

(A)+(B): _____________.

(A) Scientists study the very old bones of animals in rocks.
(B) They can see that many animals have disappeared.

(A)+(B): _____________.

Integrated Writing: Paraphrasing 43
Independent Writing: Brainstorming

Necessary Skills

- Describing a personal experience
- Expressing an opinion on an issue and supporting it with concrete examples and details
- Organizing ideas in an effective way

<table>
<thead>
<tr>
<th>Process</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the question and understand the task</td>
<td>Be sure that you understand the question and what the question requires you to do.</td>
</tr>
<tr>
<td>Brainstorm</td>
<td>Try to take less than 5 minutes to brainstorm. Write down all the ideas you can think of to support your opinion. Think of ways to express those ideas in English. Do not try to organize these points. You will select major ideas and organize them in the next step.</td>
</tr>
<tr>
<td>Organize ideas</td>
<td>Select major ideas that can be developed into topics. Do NOT include ideas that are unconnected to the task or main topics. Organize so that minor ideas act to support the major ideas. Select examples that clearly support the topics.</td>
</tr>
</tbody>
</table>

- Your organization may look like this.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Body</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restatement of the question</td>
<td>Support idea 1 + examples</td>
<td>Restatement of the thesis</td>
</tr>
<tr>
<td>Thesis statement</td>
<td>Support idea 2 + examples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support idea 3 + examples</td>
<td></td>
</tr>
</tbody>
</table>
Practice 1

**Step 1**

Read the question and think about your own experience. List some ideas about your experiences in the blanks.

Some people learn by reading about things. Others learn by doing things. Which of these methods of learning is better for you? Use specific reasons and examples to support your choice.

Things I learned by reading:
- math
- changing the ink in my printer

Things I learned by doing:
- swimming
- installing programs on my computer

**Step 2**

Read the sample response below and underline three sentences that are central to the organization of the passage.

We learn new things all the time. When we are children, we learn information from our parents, from our friends, or from teachers in school. When we are adults, we learn things from older people, from colleagues, or even from younger people. Although we are all learning all the time, people learn in different ways. Some people learn by reading. Others learn by doing. Personally, I learn better by doing than by reading.

One thing I learned by doing was how to install programs on my computer. This is a simple thing if you know how to do it. If you do not already know, it can be confusing. The first time I got a new program for my computer, I read the instructions for how to install it. I did not really understand the instructions. It seemed like they were written in a foreign language. Then, I put the CD in my computer. I pushed buttons and clicked with my mouse. I installed the program without the instructions at all. Now, I know how to install any program on my computer.

Some people disagree with my point of view. They say they have to read the instructions to learn how to do things. They do not want to make any mistakes. I think it is OK to make mistakes. When I make a mistake, I learn not to do it that way again. I also learn what happens when I make that mistake. These are both important things to know when you learn to do something new.
Step 3
Answer the following questions in relation to the thesis and topic of the response in Step 2.

1. What is the thesis statement of the essay? (Write it.)

2. What is the topic sentence of the body paragraph? (Write it.)

Step 4
Answer the following questions in relation to the organization of the response in Step 2.

1. Which “side” of the prompt does this essay take?

2. What example does the writer give to support the thesis statement?

3. Does the writer present a comment or idea from the other side in the conclusion? If so, what is the comment or idea?

4. What is the main idea of the conclusion?
Read the sample response presenting another possible answer to the prompt from Step 1.

Do you learn by reading about things, or do you learn by doing things? For me, the best way of learning is by reading. I can learn more information in a shorter period of time by reading than I could by doing. If I have to participate in an activity in order to learn it, it takes a long time. Also, I think learning by reading is better than learning by doing.

I love to read, so I am absorbing information from books all the time. For example, I recently read a book about Africa. I learned a lot of information about Africa from that book. If I had to actually travel to Africa to learn about it, it would take a lot of time. It would also cost a lot of money to travel to Africa. So, learning about a new place is more convenient and more affordable by reading about that place.

Some people say that experience is a better teacher than books. They insist that they can remember things better if they do them rather than just read about them. I think learning that way is too limited. Even if I traveled to Africa to learn about it, I would only see a small part of Africa. There would be many features I would never learn about because I would not see them. On the other hand, I could read about many different features in one book and learn tons of things. Reading is the best way to learn.

**Step 5**

After studying the two sample responses, give your own opinion on the prompt. Brainstorm your own ideas below. Then, type your essay on a computer.

**Brainstorming**
Practice 2

Step 1
Read the question and think about your own experience. List some ideas about your experiences in the blanks.

Neighbors are the people who live near us. In your opinion, what are the qualities of a good neighbor? Use specific details and examples in your answer.

Good Neighbors:
- are helpful when needed
- respect other neighbors' privacy

Bad Neighbors:
- are noisy
- don't mind their own business/are nosy

Step 2
Read the sample response below and underline three sentences that are central to the organization of the passage.

It's important to have good neighbors. I am lucky to have very good neighbors where we live. I think our neighbors are good because they have been friendly since the first day we moved in. Also, whenever a neighborly thing should be done, they always cooperate, or help out. People sometimes complain that their neighbors are difficult, but we have never had any problems with our neighbors. On the contrary, we like our neighbors a lot and we think that our neighbors like us. Two qualities that make a good neighbor, then, are friendliness and helpfulness.

Our neighbors are good neighbors because they are friendly and helpful. I remember the first summer we moved in. One of our neighbors saw that we were new, so she introduced us to her family and told us to ask her if we ever needed anything. In the weeks that followed, the weather was hot and she invited our kids to swim with her children at the pool. Since then, our children and hers have become good friends. Before leaving for summer vacation, we were worried about leaving our house empty for two weeks. Our neighbor offered to collect the letters from our mailbox every day and to make sure our house was OK. Now, whenever she and her family go away, we help them in the same way and keep an eye on their house.

Most people realize that having good neighbors is very important. Indeed, I was lucky to have kind and helpful neighbors with whom we quickly became friends. But I also learned a valuable lesson from these neighbors. I learned the one thing as important as having a good neighbor is being a good neighbor yourself.
Step 3
Answer the following questions in relation to the thesis and topic of the response in Step 2.

1. What is the thesis statement of the essay? (Write it.)

2. What is the topic sentence of the body paragraph? (Write it.)

Step 4
Answer the following questions in relation to the organization of the response in Step 2.

1. What personal experience is the essay about?

2. What example does the writer give to support the thesis statement?

3. How many sentences in the conclusion restate ideas previously mentioned in the essay?

4. What is the main idea of the conclusion?
Read the sample response presenting another possible answer to the prompt from Step 1.

My mother thinks we have good neighbors, but I do not agree. She says our neighbors are friendly and kind, but I think they are much too nosy. I believe our neighbors always come to our house and try to be helpful because they cannot mind their own business! In my opinion, "good fences make good neighbors."

Our neighbors cannot stay on their side of the fence. I thought our neighbors were too nosy from the very first day we moved in. First, as the movers unloaded the truck, I could see them smiling at us from their yard. Then, they continued looking as if they wanted to see all the furniture that we had. Furthermore, I did not like being told by my mother to be nice to our neighbor's children. Finally, while on summer vacation, I was angry that our neighbors collected our mail and came to our house every day. Now, they know everyone who sends us letters, and I wonder if they looked in my room. Indeed, I never asked to know our neighbors and I never wanted them to come so freely to our house.

Even though my mother considers our neighbors to be friends, I feel like our neighbors invaded our privacy. I understand it is important to be friendly, but I think it is more important to respect people's privacy. Good neighbors stay on their side of the fence. They are the ones who keep a little bit of distance, not the ones who try to get too close.

nosy (adj):
too interested in other people's lives and business

mind (your own) business (v phrase):
to not be nosy; to not ask personal questions

unload (v):
to remove a group of objects from some place or vehicle

continue (v):
to carry on

furniture (n):
movable objects in a room for sitting, eating, sleeping, etc.

come back (v phrase):
to return

consider (v):
to think of; to believe

invade (v):
to intrude; to go where you're not wanted

privacy (n):
the condition of being free from unwanted people and noise

respect (n):
to treat with consideration; to recognize as valid

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Step 5

After studying the two sample responses, give your own opinion on the prompt. Brainstorm your own ideas below. Then, type your essay on a computer.

Brainstorming