

# Chapter 1 Organizing Information

## Necessary Skills

- Understanding information from both the reading and the 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

## Strategies

- Though preparation time is limited in the writing portion of the test, it is nevertheless important to use this time to plan the organization of your response. This way, your response will be more relevant and coherent. An organizational process for preparing your response is detailed below. In each step, there are certain things to keep in mind.

Process	Strategy
Read, listen, and take notes.	You will not see the prompt until after you finish reading and listening, so taking notes is essential. Take notes on major points from both the reading and the lecture.
Read the question and understand the task.	Identify what kind of relationship between the reading and the lecture the prompt asks you to discuss.
Select ideas from your notes.	Choose the points you need to discuss. Think about how points in the lecture relate to points in the reading. The lecture will present details that either challenge information presented in the reading, present a counter example, or describe the consequences of an attempt to solve a problem presented in the reading.
Organize the ideas.	Include information from both the reading and the lecture. Clearly show the relationship between information presented in the lecture and that presented in the reading. Limit the time for organizing to less than two minutes in order to give yourself more time for writing and editing.

## ▶ Step 1

Read the following passage. Then look at the note diagram and fill in the missing information.

In the past several years, a number of technological advances have made laser eye surgery more widely available. The procedure uses tiny lasers to alter the surface of the eyeball, significantly improving a patient's vision. In spite of its growing popularity, however, laser eye surgery is a costly procedure. Given the number of problems that may accompany the laser vision correction procedure, it is unlikely that many will choose to undergo the surgery.

The first problem with laser eye surgery is the cost. The process requires sophisticated laser systems, which can cost several million dollars. In order to remain in business, the doctors administering laser eye surgery have to charge patients approximately \$1,000 to \$2,000 per eye. For many people, this is far too costly.

In addition, there are concerns about post-operative problems, which are issues that may arise after the surgery. There have been reports of the cornea (the lenses at the front of the eye) detaching themselves from the eyes after laser vision correction. Moreover, laser vision correction advertises a quick recovery time, but many patients report taking weeks and sometimes months to heal fully from the surgery.

It also remains unclear how long laser vision correction will last. A number of people have to go back to a doctor just four or five years after their surgery for another procedure. Even worse, others have to receive a second round of surgery just a few months after the initial procedure in order to perfect their vision. For most consumers, the benefit is not worth the risks and costs involved with the procedure.

**accompany:**

to be present with; to go along with

**procedure:**

a way of doing something

**sophisticated:**

developed and complex

**administer:**

to give or perform

**arise:**

to come about; to occur

**recovery:**

a return to a normal state of health

**initial:**

original or first

**Main idea:** \_\_\_\_\_ with laser vision correction surgery.

**Key point 1:** Laser vision correction surgery \_\_\_\_\_ because of \_\_\_\_\_.

**Key point 2:** Serious problems like \_\_\_\_\_ problems and lengthy \_\_\_\_\_ occur after laser vision correction surgery.

**Key point 3:** Laser vision correction surgery \_\_\_\_\_.

▶ Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with keywords or key phrases used in the lecture. **Track 232**

<p><b>Main idea:</b> _____ with laser vision correction surgery.</p> <p><b>Key point 1:</b> Laser vision correction surgery _____ because of _____ and lower _____.</p> <p><b>Key point 2:</b> After surgery, problems _____ and recovery times _____.</p> <p><b>Key point 3:</b> Laser vision correction surgery _____.</p>	<p><b>competition:</b> the struggle to be more successful than others</p> <p><b>approximately:</b> close to the actual; not completely accurate</p> <p><b>detach:</b> to separate or disconnect</p> <p><b>apparently:</b> as far as one knows or can see</p> <p><b>extreme:</b> exceptional; very severe or serious</p> <p><b>corrective:</b> intended to fix or correct something</p> <p><b>evidence:</b> available facts or information</p>
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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. Using the information from your notes, complete the following outline.

**Introduction:**

Main topic: \_\_\_\_\_

Main idea of the reading passage: \_\_\_\_\_

Main idea of the lecture: \_\_\_\_\_

**Body:**

Key point 1: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_  
\_\_\_\_\_

Key point 2: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_  
\_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_  
\_\_\_\_\_

Key point 3: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_  
\_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_  
\_\_\_\_\_

**Conclusion:**

Summary: \_\_\_\_\_  
\_\_\_\_\_

**► 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.**

Both the lecture and the passage discuss laser vision \_\_\_\_\_ surgery. While the passage predicts that the procedure will not be \_\_\_\_\_, the lecturer says that it will.

First, the passage says the surgery is too \_\_\_\_\_ for most people. The lecturer refutes this, explaining that the cost is starting to \_\_\_\_\_. Moreover, he says it will cost even \_\_\_\_\_ in the future. Second, the passage mentions that many people may experience \_\_\_\_\_ after having the surgery. Again, the professor disagrees. He says that the complications mentioned in the passage are \_\_\_\_\_. Finally, the passage says that the effects of the surgery do not last long. The lecturer denies this, explaining that in most cases, the procedure is \_\_\_\_\_ for many years.

Corrective laser surgery is a developing \_\_\_\_\_. The passage says that it will never be popular; however, the lecturer says many people will want to undergo the surgery in the \_\_\_\_\_.

## ▶ Step 1

Read the following passage. Then look at the note diagram and fill in the missing information.

Over the past few years, a new debate has emerged over how universities should concentrate their faculty's work. Many universities have begun shifting their focus away from research and toward better teaching methods. However, a number of reasons exist which suggest that this research is essential for universities to function properly.

One of the most important considerations for any college is its ranking among other institutions. A higher ranking benefits a university by drawing in more students. Most ranking systems put an emphasis on research work done by the faculty. Without an adequate base of research and published work, it is unlikely that a university will gain high marks in university rankings.

Another benefit of focusing on research is that more faculty are likely to gain wider recognition. "Public intellectuals"—famous professors whose work has been recognized by the public at large—do a great deal to increase a university's prestige. Public intellectuals draw in more students and attract funding for the college. Without a focus on research, it is less likely that a university will produce a public intellectual.

Besides public appearance for a university, a focus on research can also directly benefit the students that attend the university. Professors that do more research in their field tend to have a better grasp of their subject and are more informed. This results in a better education for the students learning under them.

These considerations make it clear how important it is for colleges to focus on research. Choosing to focus on research not only improves the university's standing, but also ensures that the students attending get only the very best education.

**emerge:**  
to develop or come into view

**essential:**  
extremely important or necessary

**ranking:**  
a position on a scale to compare with others

**adequate:**  
satisfactory or acceptable

**prestige:**  
widespread admiration or respect for someone or something

**funding:**  
money that an institution receives

**grasp:**  
an understanding

**ensure:**  
to make certain that something occurs

**Main idea:** Universities should \_\_\_\_\_

**Key point 1:** Ranking systems will give higher ranks to \_\_\_\_\_

**Key point 2:** Public intellectuals \_\_\_\_\_  
and therefore attract \_\_\_\_\_

**Key point 3:** More research gives the professor \_\_\_\_\_

## ► Step 2

🎧 Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with keywords or key phrases used in the lecture. **Track 233**

<b>Main idea:</b>	Universities should _____ _____	<b>focus:</b> to pay special attention to
<b>Key point 1:</b>	Ranking systems are more concerned with _____ _____	<b>accessible:</b> easily understood
<b>Key point 2:</b>	Public intellectuals are professors _____ _____	<b>relevant:</b> closely connected or appropriate to a matter
<b>Key point 3:</b>	Teaching and research _____	<b>average:</b> typical, not unique or unusual
		<b>conduct:</b> to organize and carry out
		<b>unrelated:</b> separate from; not associated with

## ► Step 3

Review your notes from both the reading and the lecture. Pay attention to the main ideas and supporting details. Using the information from your notes, complete the following outline.

### Introduction:

Main topic: \_\_\_\_\_

Main idea of the reading passage: \_\_\_\_\_  
\_\_\_\_\_

Main idea of the lecture: \_\_\_\_\_  
\_\_\_\_\_

### Body:

Key point 1: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_  
\_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_  
\_\_\_\_\_

Key point 2: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_

Key point 3: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_

### Conclusion:

Summary: \_\_\_\_\_

### ► 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.

Both the lecture and the passage discuss how universities should concentrate the \_\_\_\_\_ of professors. While the passage says that they should focus on \_\_\_\_\_, the lecturer says it is better to emphasize \_\_\_\_\_.

First, the passage claims that research helps universities \_\_\_\_\_ better than other schools. In contrast, the lecturer points out that ranking systems now consider teaching as part of their \_\_\_\_\_. Next, the passage says that professors gain \_\_\_\_\_ if they do more research. The lecturer counters by saying those who emphasize teaching are more \_\_\_\_\_ to a wider audience, and therefore more \_\_\_\_\_. Lastly, the passage says that research makes professors better \_\_\_\_\_. The lecturer denies this by saying that professors who focus on teaching become better instructors because they practice \_\_\_\_\_.

Many professors struggle with balancing research and teaching. While the passage says it is better to focus on research, the lecturer says it is better to emphasize teaching.

## ► Step 1

Read the following passage. Then look at the note diagram and fill in the missing information.

Across the United States, nearly all grocery stores provide their customers with plastic grocery bags to carry their groceries. However, both consumers and the environment are encountering considerable problems with these plastic bags. Therefore, it may be more advantageous to switch from using plastic grocery bags to using reusable ones.

The most obvious benefit of reusable bags over plastic bags is that they reduce environmental waste. Reusable bags can be used hundreds of times. Other bags can only be used a few times. Although some consumers reuse the plastic bags that they receive at the grocery store, most people throw the bags away after just one use. Every year between 500 billion and a trillion plastic bags are thrown into the garbage, where they may take hundreds of years to disintegrate.

Moreover, reusable bags would save grocery stores money. Currently, grocery stores that freely give plastic grocery bags to shoppers have to pay for the bags—the bags are not particularly expensive, but their costs do add up. These costs are often added to the cost of food. By substituting reusable bags for plastic bags, grocery stores could save a significant amount of money, which would most likely result in lower-priced products for consumers.

In addition, using reusable bags as a substitute for plastic bags will help save petroleum. Plastic grocery bags are currently made from petroleum and natural gases. Since petroleum is made into fuel and is becoming more expensive, using petroleum to create plastic bags is a wasteful practice. Reusable bags, on the other hand, will reduce our use of petroleum because the bags will be reused over and over again.

**consumer:**

someone who buys goods and services

**reusable:**

capable of being used over and over again

**waste:**

material that is not wanted; trash

**disintegrate:**

to be completely destroyed by breaking up into lots of small pieces

**currently:**

at the present time

**substitute:**

to use something in the place of something else

**petroleum:**

oil found under the ground; used to power machinery

**Main idea:** Reusable grocery bags \_\_\_\_\_

**Key point 1:** Reusable grocery bags \_\_\_\_\_

**Key point 2:** Reusable grocery bags \_\_\_\_\_

**Key point 3:** Reusable grocery bags will help \_\_\_\_\_



## ► Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with keywords or key phrases used in the lecture. **Track 234**

<p><b>Main idea:</b> _____ should be replaced with reusable ones.</p> <p><b>Key point 1:</b> Plastic grocery bags take _____; they can harm animals.</p> <p><b>Key point 2:</b> Getting rid of plastic grocery bags would save _____ per bag; thousands of bags are used every day.</p> <p><b>Key point 3:</b> We would save _____ on petroleum if we got rid of plastic bags.</p>	<p><b>push:</b> to use effort to promote or accomplish something</p> <p><b>collect:</b> to bring together into a group</p> <p><b>landfill:</b> an area where large amounts of trash are buried</p> <p><b>decompose:</b> to break down or decay</p> <p><b>noticeable:</b> easily seen or observed</p> <p><b>discard:</b> to get rid of something because it is no longer useful</p> <p><b>nonrenewable:</b> objects that exist in limited amounts</p>
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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. Using the information from your notes, complete the following outline.

### Introduction:

Main topic: \_\_\_\_\_

Main idea of the reading passage: \_\_\_\_\_

Main idea of the lecture: \_\_\_\_\_

### Body:

Key point 1: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_  
\_\_\_\_\_

Key point 2: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_  
\_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_  
\_\_\_\_\_

Key point 3: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_  
\_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_  
\_\_\_\_\_

### Conclusion:

Summary: \_\_\_\_\_

### ► 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.

Both the lecture and the passage discuss the \_\_\_\_\_ of using plastic grocery bags. The passage says that it is best if people start to use \_\_\_\_\_ bags. The lecturer agrees and \_\_\_\_\_ the view with examples.

First, the passage says that plastic bags create too much extra \_\_\_\_\_. The lecturer supports the claim by adding that plastic bags just pile up as \_\_\_\_\_. Reusable bags, meanwhile, are better because they can be used \_\_\_\_\_. Next, the passage claims that reusable bags are more \_\_\_\_\_ for both grocery stores and consumers. The lecturer agrees, emphasizing that the cost of plastic bags adds up, while reusable bags only have to be purchased \_\_\_\_\_. Finally, the passage says that \_\_\_\_\_ and natural gas can be \_\_\_\_\_ by not using plastic bags anymore. Again, the lecturer supports this by explaining that 1.6 billion gallons of petroleum are used to make plastic bags annually.

The lecturer and the passage both agree that people should not use plastic bags anymore, and use reusable bags instead.

# 04

# Psychology

READING

LISTENING

SPEAKING

WRITING

PRACTICE TEST

## Step 1

Read the following passage. Then look at the note diagram and fill in the missing information.

Spanking, or the act of hitting children on their bottoms, is a common punishment in many cultures around the world. However, recently child psychologists have begun questioning whether spanking is a good form of punishment. Although a consensus has yet to be reached, there are a number of advantages to using spanking as a disciplinary tool.

One of the most apparent advantages of spanking is that it helps children understand the difference between right and wrong. Spanking helps children remember that an act is not allowed by creating a psychological association between a particular forbidden act and the traumatic experience of being spanked. In establishing this association, children come to understand what is right and what is wrong.

Additionally, spanking is far more effective than other types of discipline. Unlike time-outs, which remove children from a situation and force them to stay in a quiet area, spanking has been shown to be more effective among children between the ages of three and five. After being spanked, children are much less likely to behave in the same way than if they had simply been put in time-out.

Finally, spanking is an understandable form of punishment. It can be used on nearly any young child. In contrast, young children may not understand that time-outs are punishments. For a young child that does not completely understand situations, a time-out can easily be mistaken for something else—children put in a time-out, for instance, might think that they are being removed from a situation for their own safety or because it is time for a nap. As a result, spanking is a valuable tool for parents to use because the child cannot understand it as anything other than a punishment.

**punishment:**

rough treatment or a penalty intended to teach a lesson

**consensus:**

an agreement among people

**disciplinary:**

something intended to change a person's behavior for the better

**psychological:**

Involving or influencing the brain

**association:**

a relation or connection made between two or more things

**traumatic:**

very unpleasant and having a lasting effect

**nap:**

a short sleep during the day

**Main idea:** Spanking is \_\_\_\_\_

**Key point 1:** Spanking helps \_\_\_\_\_

**Key point 2:** Spanking is more \_\_\_\_\_

**Key point 3:** Spanking \_\_\_\_\_

## ► Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with keywords or key phrases used in the lecture. **Track 235**

<b>Main idea:</b>	Spanking is not a good _____ for children.	<b>inevitable:</b> impossible to avoid
<b>Key point 1:</b>	Spanking does not help children make the association between _____.	<b>practice:</b> the customary act of doing something
<b>Key point 2:</b>	Studies show spanking is no more effective than _____.	<b>morality:</b> principles of right and wrong behavior
<b>Key point 3:</b>	Children do not associate _____ _____ ; it teaches _____ instead.	<b>justification:</b> a fact that shows something to be true or correct
		<b>inference:</b> a conclusion based on reasoning
		<b>reasonable:</b> sensible; making sense
		<b>comprehend:</b> to understand something
		<b>conventional:</b> a usual or traditional way

## ► Step 3

Review your notes from both the reading and the lecture. Pay attention to the main ideas and supporting details. Using the information from your notes, complete the following outline.

### Introduction:

Main topic: \_\_\_\_\_

Main idea of the reading passage: \_\_\_\_\_

Main idea of the lecture: \_\_\_\_\_

### Body:

Key point 1: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_

\_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_

\_\_\_\_\_

Key point 2: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_

Key point 3: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_

### Conclusion:

Summary: \_\_\_\_\_

### ▶ 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.

Both the passage and the lecture discuss \_\_\_\_\_. The passage says that spanking is a good \_\_\_\_\_ tool, while the lecturer says that it is not.

First, the passage says that spanking teaches children the difference between right and wrong. The lecturer says this is \_\_\_\_\_ because spanking does not teach children \_\_\_\_\_. Those have to be taught by talking to the child. Next, the passage says that spanking is more \_\_\_\_\_ than other punishments. The lecturer denies this by saying that research has \_\_\_\_\_ that spanking does not teach children any lessons. Finally, the passage says that spanking is good because it sends a \_\_\_\_\_ message to children that they are being \_\_\_\_\_. The professor disagrees and points out that spanking does not teach children not to misbehave. Instead, it sends them \_\_\_\_\_ messages because it teaches them that situations can be dealt with by using \_\_\_\_\_.

Many people are curious about whether spanking is a good disciplinary tool for children. While the passage says it is good, the lecturer says it is actually bad.