

# Chapter 2

## Paraphrasing

### Necessary Skills

- Understanding the original text accurately
- Using your own words to convey essential information and ideas from the reading and the lecture
- 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.

### Strategies

- 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 . . .

## ► Step 1

Read the following passage. Predict how the listening passage may contrast with the reading. Then look at the note diagram and fill in the missing information.

Thousands of animals currently reside in zoos around the world. Recently, there has been much debate about the value of zoos in today's world. Careful consideration of the facts reveals that zoos are unethical and should be closed.

First, defenders of zoos say that they are an important way of saving animals from extinction. However, in actuality, zoos have had very little success in protecting animals. One reason for this is because many animals do not thrive in zoos. Breeding in captivity is often difficult to encourage. Endangered animals fare far better with protection programs that allow them to stay in the wild.

Additionally, zoos do not adequately provide animals with living spaces that are like their natural habitats. As a result, animals are not able to behave as they normally would. For example, a lion in a small cage is not able to run around, much less hunt. In the end, the animals end up depressed or with behavioral problems. This would not occur, of course, if they were not kept in zoos in the first place.

Finally, zoos simply are not the best way to study animals. There are a number of well-researched books available. Alternately, wildlife biologists stand to gain much more knowledge about animals by observing them in the wild. That way, they see how animals interact with other creatures without human interference.

**reside:**

to live in a place

**reveal:**

to show something

**extinction:**

the state of no longer existing

**endangered:**

unlikely to exist soon because there are few of the species left

**fare:**

get along

**habitat:**

the natural surroundings of a species

**interact:**

to communicate or react with somebody/something else

**Main idea:** Zoos are not \_\_\_\_\_

**Key point 1:** Zoo animals \_\_\_\_\_

**Key point 2:** Animals behave differently in zoos because \_\_\_\_\_

**Key point 3:** Zoos are not the best way to \_\_\_\_\_

## ► Step 2

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

- A. Zoos have not been very successful in helping endangered animals because many creatures do not breed in captivity.
1. Captive animals often do not breed, making it harder for zoos to keep them enclosed.
  2. Endangered animals do not benefit from living in zoos because they do not always breed.
- B. Zoos do not give animals a home that is like their natural habitat, leading to behavioral and psychological problems for the creatures.
1. Animals need to live in their natural habitats in order to avoid psychological and behavioural problems.
  2. Zoos have failed in providing animals with proper psychological and behavioural care in their habitats.
- C. In the space below, write a paraphrase of the main idea of the reading passage.
- \_\_\_\_\_

## ► Step 3

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 236**

|                     |   |   |
|---------------------|---|---|
| <b>Main idea:</b>   | Zoos _____ in several ways.   | <b>reputation:</b><br>the opinion that people have about something or somebody. |
| <b>Key point 1:</b> | Zoos help protect animals from _____ through _____ programs.  | <b>encourage:</b><br>to make something more likely to happen                    |
| <b>Key point 2:</b> | Many zoos now have a _____, which provides animals with surroundings that closely resemble those _____. | <b>breed:</b><br>to produce offspring   |
| <b>Key point 3:</b> | Zoos provide the best way to _____ animals.   | <b>reintroduce:</b><br>to return the animal to its former habitat               |
|                     |   | <b>captivity:</b><br>the state of being kept somewhere and not allowed to leave |
|                     |   | <b>resemble:</b><br>to be like something else                                   |
|                     |   | <b>sprawling:</b><br>spread out over a large distance                           |

## ► Step 4

Choose the sentences that best combine the main idea and key points from the reading passage and the lecture.

1. a. The passage states that zoos are bad because they do not benefit animals in any way. They should be eliminated completely.  
b. The professor disagrees with the passage by claiming that zoos are beneficial to animals in several respects.
2. a. The lecturer explains how captive breeding programs work. They encourage animals in zoos to breed until they are safe from extinction.  
b. The passage argues that zoos do not help protect animals; however, the professor says that zoos have saved some species from extinction.
3. a. While the passage says that zoos harm animals by removing them from their natural habitat, the professor says that many zoos provide animals with natural surroundings.  
b. The passage says that zoos fail to provide animals with the environment they need. As a result, they end up suffering from psychological disorders.
4. a. The passage claims that it is better to study animals through books rather than at zoos.  
b. Unlike the passage, the professor thinks that the best way to study animals is at zoos.

## ► Step 5

### A. Changing Keywords

Below are four incomplete paraphrases of key information from the reading passage and 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 reading passage and lecture.

1. critical / harmful / risky / breed / observe / benefit
2. supports / confirms / counters / protect / treat / train
3. behavior / habitats / patterns / food / surroundings / companions
4. without / aside / throughout / visit / observe / help

1. While the reading claims that zoos are \_\_\_\_\_ to animals, the lecture maintains that they \_\_\_\_\_ animals in many ways.
2. The professor \_\_\_\_\_ the passage's argument that zoos do not \_\_\_\_\_ animals by giving the example of the California condor.

3. The reading claims that zoos take animals away from their natural \_\_\_\_\_, though the speaker mentions that many zoos are devoted to providing animals with \_\_\_\_\_ that resemble their natural homes.
4. The passage argues that there are better ways to study animals \_\_\_\_\_ zoos. However, the professor says that zoos provide students with a live animal to \_\_\_\_\_.

### B. Changing Sentence Structure

Complete the following paraphrases of the sentences from part A above.

1. In the lecture, zoos are said to \_\_\_\_\_ animals, while the reading says they are \_\_\_\_\_.
2. The passage says that zoos do not \_\_\_\_\_ animals, to which the professor \_\_\_\_\_ by saying they protected the California condor.
3. The speaker says zoos give animals \_\_\_\_\_ that look like their natural homes, though the reading says zoos remove animals from their natural \_\_\_\_\_.
4. The professor says that observing \_\_\_\_\_ animals in the zoo is the best way to study them; however, the passage says there are better ways to study animals \_\_\_\_\_ of zoos.

### ► 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.

1. a. One reason for this is because many animals do not thrive in captivity.  
b. To make a long story short, the program was very successful: the scientists had no problems getting the birds to breed in captivity.
- \_\_\_\_\_
- \_\_\_\_\_
2. a. Additionally, zoos do not adequately provide animals with living spaces that are like their natural habitats.  
b. What this means is that all of the zoo's exhibits are designed to resemble the real habitats that animals come from.
- \_\_\_\_\_
- \_\_\_\_\_

# 02

# Paleontology

## ► Step 1

Read the following passage. Predict how the listening passage may contrast with the reading. Then look at the note diagram and fill in the missing information.

The woolly mammoth was a prehistoric animal that resembled an elephant and lived during the Ice Age. Some versions of the species are known to have survived until 6000 BCE, although most became extinct around 12000 BCE. Its extinction is best explained by a combination of climate change and over hunting by predators.

The woolly mammoth was well-adapted to the frigid, icy climate of the Ice Age, but as the period of cold concluded and the planet started to become warmer, the environment became unfriendly to woolly mammoths. The hair that kept them insulated against icy weather was approximately fifty centimeters long. Once the climate became warmer, however, this adaptation undoubtedly created serious problems for these animals and caused their populations to dwindle considerably.

Furthermore, during this climate change, predators like the saber-toothed tiger continued to hunt the mammoth. Saber-toothed tigers were roughly the size of lions and had twenty-centimeter-long teeth, allowing them to pierce through the fat of woolly mammoths effortlessly. Saber-toothed tigers also hunted in packs, offering them an important hunting advantage over the woolly mammoths. It is likely that saber-toothed tigers had a significant role in the woolly mammoth's extinction.

Finally, the woolly mammoth was a desirable animal to hunt for many wandering human tribes. Nearly all parts of woolly mammoths could be used by humans, making it a popular target for tribes—the mammoth's thick skin provided insulation against the cold, its bones could be used to create tools and the meat provided necessary protein and calories. Because woolly mammoths were so desirable, humans probably concentrated the majority of their hunting efforts on woolly mammoths alone, which dramatically diminished woolly mammoth populations and eventually led to their extinction.

**climate:**

the weather conditions in an area

**predator:**

a species that feeds on or hunts another species

**adaptation:**

a change that allows an organism to survive

**effortlessly:**

with little or no difficulty

**wander:**

to move from place to place

**insulation:**

material used to block out natural elements

**Main idea:** Woolly mammoths went extinct \_\_\_\_\_.

**Key point 1:** The climate change \_\_\_\_\_  
because it raised \_\_\_\_\_.

**Key point 2:** Predators like \_\_\_\_\_ helped reduce mammoth populations.

**Key point 3:** Humans hunted \_\_\_\_\_.

## ► Step 2

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

- A. Accustomed to living in cold weather, when the Earth's climate changed, the woolly mammoth could not handle the warmer temperatures.
1. The woolly mammoth could not survive the climate change because they were used to living in cold weather.
  2. The Earth's temperatures changed when the woolly mammoth was unable to live in warm weather.
- B. Saber-toothed tigers were very efficient at hunting woolly mammoths, leading to further decline of the mammoth population.
1. Saber-toothed tigers hunted woolly mammoths very well even though their numbers were already low.
  2. The woolly mammoth population decreased because saber-toothed tigers were good at hunting them.
- C. In the space below, write a paraphrase of the main idea of the reading passage.
- \_\_\_\_\_

## ► Step 3

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 237**

|  |   |
|--|---|
| <p><b>Main idea:</b> Woolly mammoths probably _____</p> <p>_____</p> <p>_____</p>  | <p><b>paleontologist:</b><br/>a scientist who uses fossils to study the history of the Earth</p>  |
| <p><b>Key point 1:</b> Woolly mammoths probably just _____</p> <p>_____ to where it was colder.</p>                                    | <p><b>factor:</b><br/>one of the things that influence an event</p>   |
| <p><b>Key point 2:</b> Woolly mammoths were too _____</p> <p>to have any _____;</p> <p>_____ of saber-toothed tigers was too weak.</p> | <p><b>skeleton:</b><br/>the set of bones that support humans and animals</p>  |
| <p><b>Key point 3:</b> Humans _____</p> <p>_____ because there were _____</p> <p>_____</p>   | <p><b>pole:</b><br/>one of the points on the bottom or top of the Earth</p> <p><b>pierce:</b><br/>to poke a hole through something</p> <p><b>rational:</b><br/>based on practical reasons</p> <p><b>sloth:</b><br/>an animal that lives in trees, moves slowly and lives in Central and South America</p> |

## ► Step 4

Choose the sentences that best combine the main idea and key points from the reading passage and the lecture.

- The reading says that woolly mammoths went extinct as a result of climate change and over hunting. The professor disputes each of these claims.
  - The reading theorizes that woolly mammoths went extinct due to over hunting and climate change, but the professor believes that woolly mammoths went extinct simply because of the climate change.
- Although the passage states that woolly mammoths could not adapt to the warmer climate, the lecture says that mammoths moved up toward the cold northern pole.
  - While the passage suggests that woolly mammoths could not adjust to the warmer climate, the lecture states that they would have adjusted just fine.
- Even though the passage says that the saber-toothed tiger would have hunted woolly mammoths, thereby reducing their numbers, the lecture argues that mammoths did not have animal predators because they were too large to hunt.
  - The passage agrees with the lecture that predators would have led to the woolly mammoth's decline.
- Whereas the author of the passage states that humans over hunted woolly mammoths because of their many beneficial uses, the speaker believes that humans would have hunted other animals that were just as useful.
  - Despite the fact that the author of the passage thinks woolly mammoths went extinct because of over hunting, the speaker feels that humans would not have hunted the woolly mammoth.

## ► Step 5

### A. Changing Keywords

Below are four incomplete paraphrases of key information from the reading passage and 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 reading passage and lecture.

- |  |
|--|
| <ol style="list-style-type: none"><li>achievements / effects / trials / agrees / refuses / denies</li><li>decline / intensity / result / pursued / relocated / settled</li><li>prey / predator / hunter / avoided / deterred / furthered</li><li>doubt / extent / size / scarce / plenty / ample</li></ol> |
|--|

- The author states that woolly mammoths went extinct due to the combined \_\_\_\_\_ of over hunting and climate change, while the professor \_\_\_\_\_ that this theory had anything to do with the woolly mammoth's extinction.
- The reading blames the warmer climate change for the \_\_\_\_\_ of the woolly mammoth, but the speaker thinks that woolly mammoths simply \_\_\_\_\_ toward the northern pole.



3. The passage assumes that woolly mammoths were the \_\_\_\_\_ of saber-toothed tigers. The professor points out that the woolly mammoth's large size would have \_\_\_\_\_ any animal predators from hunting it for food.
4. The reading claims that humans hunted woolly mammoths to a great \_\_\_\_\_. However, the professor suggests that there were \_\_\_\_\_ of other animals for humans to hunt.

**B. Changing Sentence Structure**

Complete the following paraphrases of the sentences from part A above.

1. While the professor \_\_\_\_\_ that \_\_\_\_\_ had anything to do with the woolly mammoth's extinction, the author \_\_\_\_\_ were, in fact, responsible.
2. The speaker thinks that mammoths \_\_\_\_\_, but the reading blames the decline of the woolly mammoth on the \_\_\_\_\_.
3. The professor points out the fact that animal predators \_\_\_\_\_ from hunting the woolly mammoth because of its large size. The passage assumes that \_\_\_\_\_ on woolly mammoths.
4. The professor suggests that there were \_\_\_\_\_ for humans to hunt. However, the reading claims that woolly mammoths were hunted by \_\_\_\_\_.

**► 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.

1. a. Once the climate became warmer, however, this adaptation undoubtedly created serious problems for these animals and caused their populations to dwindle considerably.  
b. Do not get me wrong, mammoths clearly were not suited for life on the equator in extremely warm environments, but who is to say they did not just move up north to Arctic regions.  
\_\_\_\_\_
2. a. Because woolly mammoths were so desirable, humans probably concentrated the majority of their hunting efforts on woolly mammoths alone.  
b. There were many other animals that could have been hunted to create the same type of objects—animals like buffalo, giant sloths, or bears, for example.  
\_\_\_\_\_

# 03

# Geography

## ► Step 1

Read the following passage. Predict how the listening passage may contrast with the reading. Then look at the note diagram and fill in the missing information.

The construction of dams along many major rivers prevents much of the water from traveling into the areas below the dams. As a result, water will occasionally be released from the dam into the river below. This great release of water effectively floods the river below the dam and produces a number of beneficial effects.

The most significant benefit of flooding rivers is the silt that the flooding provides. Silt is nutrient-rich soil that is carried by a river. When a dam is constructed, silt collects in the reservoir behind the dam, depriving the river ecosystem below the dam of the silt's beneficial nutrients. By releasing a large amount of water from the dam, silt stored in the reservoir can be released and make its way into the river below the dam, providing much-needed nutrients for plants and animals that live along and within the river.

Flooding a river also allows the natural geographic features of the river to be restored. Sandbars, or large collections of sand, erode over time. Without a large flow of water to carry new sand down the river and restore them, sandbars eventually disappear. Sandbars provide habitat for a number of creatures that inhabit the river, and by flooding a river, this habitat can be maintained.

Flooding also causes the river to rise beyond its peak level. This helps establish plants along the banks of the river by creating a moist, fertile habitat where new plant life can take hold. This plant life, in turn, stabilizes the bank of the river by preventing erosion and enriches the ecosystem of the river.

**dam:**

structure built along a river to hold back water

**reservoir:**

an artificial or natural lake where water is stored

**deprive:**

to deny the possession or use of something

**nutrient:**

substance that provides material necessary for growth or survival

**erode:**

to gradually wear something away

**habitat:**

the natural environment or home of something

**fertile:**

able to produce large amounts of resources

**stabilize:**

to reach a point where there are no longer any problems

**Main idea:** Flooding \_\_\_\_\_

**Key point 1:** Flooding \_\_\_\_\_

**Key point 2:** Flooding \_\_\_\_\_

**Key point 3:** Flooding \_\_\_\_\_

► Step 2

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

- A. Flooding distributes nutrient-rich silt throughout the river, which helps animals and plants along and in the river.
  1. Flooding helps animals spread out nutrient-rich silt throughout the river.
  2. Wildlife that lives in and near the river benefits from flooding because it spreads out silt.
- B. High floodwater helps plants grow, which in turn prevents erosion along the banks of the river.
  1. Flooding helps plants grow faster, though it does not prevent erosion of the riverbank.
  2. Plant growth, which is encouraged by floodwater, helps protect banks from erosion.
- C. In the space below, write a paraphrase of the main idea of the reading passage.

\_\_\_\_\_

► Step 3

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 238**

|                     |                |   |
|---------------------|----------------|---|
| <b>Main idea:</b>   | Flooding _____ | <b>reverse:</b><br>to cause something to return to its normal state       |
| <b>Key point 1:</b> | Flooding _____ | <b>solve:</b><br>to find an answer or explanation to something            |
| <b>Key point 2:</b> | Flooding _____ | <b>bed:</b><br>the bottom of a river                                      |
| <b>Key point 3:</b> | Flooding _____ | <b>restore:</b><br>to bring back to a previous state                      |
|                     |                | <b>moisten:</b><br>to cause something to become wet                       |
|                     |                | <b>wipe out:</b><br>to destroy or eliminate completely                    |
|                     |                | <b>uproot:</b><br>to remove something from the ground                     |
|                     |                | <b>artificial:</b><br>made or produced by humans; not occurring in nature |

## ► Step 4

Choose the sentences that best combine the main idea and key points from the reading passage and the lecture.

1. a. Although artificially flooding a river does benefit the river below a dam, too much artificial flooding can harm the river.  
b. The passage states that flooding a river below a dam is beneficial to the river's ecosystem, but the speaker says that this flooding process can be harmful.
2. a. While the author of the passage writes that flooding provides silt to the river, the professor asserts that this silt is damaging to the river.  
b. The reading says that flooding provides silt to the river. The professor claims that it removes silt from the river.
3. a. The writer explains that flooding restores natural sandbars in the river's ecosystem. However, the speaker says that flooding wipes out these sandbars.  
b. The reading explains that flooding carries sand through the water. The lecture explains that flooding does not carry enough sand through the water to create sandbars.
4. a. Even though the reading claims that flooding establishes plants along the river's banks, the lecture maintains that this flooding destroys the plants.  
b. While the passage says that flooding makes the river's banks fertile, the lecture says that flooding ruins the soil along the river's bank.

## ► Step 5

### A. Changing Keywords

Below are four incomplete paraphrases of key information from the reading passage and 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 reading passage and lecture.

- |   |
|---|
| 1. mark / cause / impact / constructive / destructive / effective<br>2. supplies / contributes / brings / durable / productive / nourishing<br>3. reconstructs / returns / recalls / detaches / concludes / eliminates<br>4. position / cultivate / expose / beside / among / between |
|---|

1. The author writes that flooding a river has a positive \_\_\_\_\_ on the river. However, the professor maintains that flooding a river is more \_\_\_\_\_ than beneficial.
2. While the reading states that flooding \_\_\_\_\_ the river with silt, the speaker claims that flooding takes away this \_\_\_\_\_ soil from the river.

3. The passage says that flooding \_\_\_\_\_ the river's sandbars, but the lecture states that flooding \_\_\_\_\_ natural sandbars.
4. Although the reading says that flooding helps \_\_\_\_\_ vegetation on the river's banks, the professor argues that flooding removes vegetation from \_\_\_\_\_ the river.

### B. Changing Sentence Structure

Complete the following paraphrases of the sentences from part A above.

1. The professor states that it is \_\_\_\_\_ to flood a river. On the other hand, the author argues that flooding a river \_\_\_\_\_.
2. The speaker claims that \_\_\_\_\_ is removed from the river by flooding, but the reading states that flooding actually \_\_\_\_\_ to the river.
3. The lecturer states that natural sandbars \_\_\_\_\_ by flooding, but the passage says that the river's sandbars \_\_\_\_\_ by flooding.
4. The professor argues that vegetation is removed \_\_\_\_\_ during flooding, although the reading says that vegetation \_\_\_\_\_ by flooding.

### ► 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.

1. a. By releasing a large amount of water from the dam, silt stored in the reservoir can be released and make its way into the river below the dam.  
b. In actuality, the flooding process can carry a lot of the silt already in the river away.
- \_\_\_\_\_
- \_\_\_\_\_
2. a. Without a large flow of water to carry new sand down the river and restore them, sandbars will eventually disappear.  
b. You see, the flow of the river is so great that the sandbars just get worn down during the flooding process and rather than restoring sandbars, it actually wears them down significantly.
- \_\_\_\_\_
- \_\_\_\_\_

# 04

# Education

## ► Step 1

Read the following passage. Predict how the listening passage may contrast with the reading. Then look at the note diagram and fill in the missing information.

For many people, college is the means to secure a better-paying job. However, students that wish to attend college now have to pay far more than they would have had to pay 50 years ago. These financial considerations provide a number of reasons to eliminate tuition and make college free for students who wish to attend.

One of the most compelling factors for eliminating tuition is the startling number of high school graduates that choose not to go to college because of the cost of a college education. In many cases, these students feel as if the time and money used on college would be better spent working and buying a house or a car. Thus, eliminating tuition costs would encourage many more young people to attend college, due to the reduced financial burden.

Additionally, many of the students who do attend college drop out before finishing their degree due to financial concerns. Many of these students find the financial burden of college too much to bear and, faced with acquiring even more debt, are forced to drop out. Getting rid of tuition costs would most likely reduce the college dropout rate significantly.

Even students that manage to complete college in spite of these concerns find themselves facing a large debt once they graduate. Most college graduates will acquire a significant amount of debt in the course of getting their degrees that will take them several years to pay off in full. By eliminating the tuition costs, it becomes much more likely that students can graduate debt-free and immediately move on to careers without the burden of debt.

**financial:**

relating to the saving and spending of money

**compelling:**

causing interest or encouraging action

**startling:**

very surprising

**bear:**

to assume responsibility for something

**acquire:**

to buy or obtain something

**debt:**

money that is owed

**graduate:**

to complete a degree or certification

Main idea: \_\_\_\_\_

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

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

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

► Step 2

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

- A. High tuitions discourage high school students from pursuing a university education and make them feel that the money is better spent on other things.
  1. High school students would rather spend their money on tuition than on other things.
  2. Paying for college makes high school students reconsider attending university.
  
- B. Even after graduation, people are usually left with many debts from the cost of financing their education.
  1. The high cost of education follows people after graduation in the form of debt.
  2. Graduates of universities have to find different ways of paying off their debts.
  
- C. In the space below, write a paraphrase of the main idea of the reading passage.

\_\_\_\_\_

► Step 3

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 239**

|                     |       |  |
|---------------------|-------|--|
| <b>Main idea:</b>   | _____ | <b>calculate:</b><br>to determine the amount of something          |
| <b>Key point 1:</b> | _____ | <b>average:</b><br>common; the usual case                          |
|                     | _____ | <b>pursue:</b><br>to seek or attain a certain goal                 |
| <b>Key point 2:</b> | _____ | <b>pocket change:</b><br>a small amount of money                   |
|                     | _____ | <b>translate:</b><br>to be equal to                                |
| <b>Key point 3:</b> | _____ | <b>burden:</b><br>something that causes one hardship or difficulty |
|                     | _____ | <b>numerous:</b><br>great in number                                |

## ► Step 4

Choose the sentences that best combine the main idea and key points from the reading passage and the lecture.

- While the passage says that college tuition should be eliminated, the lecture disagrees with its points.
  - Both the reading and the lecture state that college tuition should be eliminated.
- The reading asserts that many high school graduates do not go to college because of the tuition cost. Similarly, the professor says that college tuition is the reason why most people avoid college altogether.
  - The passage and the professor both agree that high school students will not go to college unless tuition is significantly reduced.
- The author states that many students drop out of college because of the expense. The speaker says that college dropouts claim college costs as the major reason why they left college.
  - The reading says that most college students leave college because of the expense. Conversely, the lecturer claims that most students leave college because of their grades.
- The passage remarks that even when students graduate, most of them still have debts to pay off. The professor confirms this by saying that the typical college graduate has an average of \$19,000 in debt.
  - The reading states that students who graduate from college incur lots of debt. The passage reinforces this by saying that average college tuition is \$19,000.

## ► Step 5

### A. Changing Keywords

Below are four incomplete paraphrases of key information from the reading passage and 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 reading passage and lecture.

- |  |
|--|
| <ol style="list-style-type: none"><li>extending / lowering / removing / endorses / opposes / combines</li><li>discourages / assembles / convinces / attests / disproves / verifies</li><li>commitment / considerations / persuasion / cite / limit / refute</li><li>enabled / confirmed / forced / performs / exhibits / discloses</li></ol> |
|--|

- The author of the passage makes a case for \_\_\_\_\_ tuition in colleges. The professor \_\_\_\_\_ a similar view.
- The reading claims that high college tuition \_\_\_\_\_ many high school graduates from attending college. The lecturer \_\_\_\_\_ this by providing some statistics on college tuition.



3. The passage says that financial \_\_\_\_\_ cause many college students to drop out. The speaker mentions that a number of college dropouts \_\_\_\_\_ college expenses as the main reason for why they left.
4. The author mentions that those who graduate from college are often \_\_\_\_\_ to pay off a large college debt over the next several years. The lecturer \_\_\_\_\_ the fact that the average college graduate will have to pay back \$19,000 in college debt.

### B. Changing Sentence Structure

Complete the following paraphrases of the sentences from part A above.

1. The professor \_\_\_\_\_ that is similar to the author's. The author argues that tuition should be \_\_\_\_\_.
2. By providing statistics on college tuition, the lecturer was able \_\_\_\_\_ what the reading claimed. According to the reading, many high school graduates \_\_\_\_\_ from attending college because of high college tuition.
3. The speaker mentions that college expenses \_\_\_\_\_ by college dropouts as the main reason for why they left. The passage supports this view by claiming that many college students drop out due to \_\_\_\_\_.
4. The lecturer \_\_\_\_\_ that the average college student has \_\_\_\_\_. The author agrees, stating that being \_\_\_\_\_ a large debt is a reality for many college graduates.

### ► 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.

1. a. Many of these students find the financial burden of college too much to bear and, faced with acquiring even more debt, are forced to drop out.  
b. Statistics show that one in every four freshmen who attend college drops out in the first year.
- \_\_\_\_\_
- \_\_\_\_\_
2. a. By eliminating the tuition costs, it becomes much more likely that students can graduate debt-free and immediately move on to careers without the burden of debt.  
b. A typical college graduate ends up with an average of \$19,000 in debt—that is enough for a down payment on a house.
- \_\_\_\_\_
- \_\_\_\_\_