

How to
Master Skills for the

TOEFL

iBT

新托福考试专项进阶
——初级写作

Writing

Basic

Arthur H. Milch | Denise McCormack | E2K

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Introduction

A. Information on the TOEFL® iBT

The Format of the TOEFL® iBT

Section	Number of Questions	Timing	Score
Reading	<ul style="list-style-type: none"> • 3~5 Passages <ul style="list-style-type: none"> – approximately 700 words each – 12~14 questions per passage 	60~100 min.	30 points
Listening	<ul style="list-style-type: none"> • 2~3 Conversations <ul style="list-style-type: none"> – 12~25 exchanges each (3 min.) – 5 questions per conversation • 4~6 Lectures <ul style="list-style-type: none"> – 500~800 words each (3~5 min.) – 6 questions per lecture 	60~90 min.	30 points
BREAK		10 min.	
Speaking	<ul style="list-style-type: none"> • 2 Independent Tasks (preparation: 15 sec. / response: 45 sec.) <ul style="list-style-type: none"> ① 1 personal experience ② 1 personal choice/opinion • 2 Integrated Tasks: Read-Listen-Speak (preparation: 30 sec. / response: 60 sec.) <ul style="list-style-type: none"> ① 1 campus situation topic <ul style="list-style-type: none"> – reading: 75~100 words (45 sec.) – conversation: 150~180 words (60~80 sec.) ② 1 academic course topic <ul style="list-style-type: none"> – reading: 75~100 words (45 sec.) – lecture: 150~220 words (60~90 sec.) • 2 Integrated Tasks: Listen-Speak (preparation: 20 sec. / response: 60 sec.) <ul style="list-style-type: none"> ① 1 campus situation topic <ul style="list-style-type: none"> – conversation: 180~220 words (60~90 sec.) ② 1 academic course topic <ul style="list-style-type: none"> – lecture: 230~280 words (90~120 sec.) 	20 min.	30 points
Writing	<ul style="list-style-type: none"> • 1 Integrated Task: Read-Listen-Write (20 min.) <ul style="list-style-type: none"> – reading: 230~300 words (3 min.) – lecture: 230~300 words (2 min.) – a summary of 150~225 words • 1 Independent Task (30 min.) <ul style="list-style-type: none"> – a minimum 300-word essay 	50 min.	30 points

B. Information on the Writing Section

The Writing section of the TOEFL® iBT measures test takers' ability to use writing to communicate in an academic environment. This section has two writing tasks. For the first writing task, you will read a passage and listen to a lecture and then answer a question based on what you have read and heard. For the second writing task, you will answer a question based on your own knowledge and experience.

1. Types of Writing Tasks

(1) Integrated Writing Task

- **Read** – You will read a short text of about 230–300 words on an academic topic for 3 minutes. You may take notes on the reading passage.
- **Listen** – After reading the text, you will listen to a lecture discussing the same topic from a different perspective for about 2 minutes. You may take notes on the lecture.
- **Write** – You will have 20 minutes to write a 150- to 225-word summary in response to the following kinds of questions:

Casting Doubt

- _ Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.
 - _ Summarize the points made in the lecture, being sure to explain how they challenge specific claims/arguments made in the reading passage.
- cf. This question type accounts for almost all the questions that have been asked on the TOEFL® iBT so far.

Problem–Solution

- _ Summarize the points made in the lecture, being sure to specifically explain how they answer the problems raised in the reading passage.

(2) Integrated Writing Task

You will have 30 minutes to write an essay of at least 300 words in response to the following kinds of questions:

Agree / Disagree

- _ Do you agree or disagree with the following statement? [*A sentence or sentences that present an issue*] Use specific reasons and examples to support your answer.
- cf. This question type accounts for almost all the essay topics that have been asked on the TOEFL® iBT so far.

Preference

- _ Some people say X. Others believe Y. Which opinion do you agree with? Use specific reasons and examples to support your answer.
- _ Some people do X. Others people do Y. Which do you think is better? Use specific reasons and examples to support your opinion.

2. Writing Scoring Rubrics

(1) Integrated Task (Question 1)

Your response to the Integrated Task will be scored according to these criteria:

Score	Task Description
5	A response at this level is a well-organized summary of the lecture in connection with the reading. The response includes important points made in the lecture and appropriately explains how they are related to important points made in the reading. It shows appropriate language structure and usage, with only occasional minor errors which do not interfere with conveying information and connections.
4	A response at this level contains most of the important points from the lecture and the reading and is generally good in relating the information from the lecture to that of the reading. But it may omit some points or explain them imprecisely. It may also show noticeable minor language errors or an occasional lack of clarity.
3	A response at this level includes some important information from the lecture and connects it with the relevant information from the reading. But it may omit one key point made in the lecture and shows only limited understanding of the information. Some content or connections between ideas may be incomplete or incorrect; errors in grammar or usage make some sentences unclear.
2	A response at this level does not include sufficient relevant information from the lecture and the reading and is not successful in relating the information from the lecture to that from the reading. It is characterized by language errors or expressions that make it difficult for the reader to understand key ideas or to follow connections among ideas.
1	A response at this level contains little or no important points from the lecture and fails to relate information from the lecture and the reading. It is poorly written and contains so many language errors that it is difficult to understand it.
0	A response at this level only copies sentences from the reading, is not related to the topic, is written in a language other than English, or is blank.

(2) Independent Task (Question 2)

Your essay for the Independent Task will be scored according to these criteria:

Score	Task Description
5	An essay at this level effectively responds to the topic and task by clearly stating an opinion and is easy to understand. It is well organized and shows unity, progression, and coherence. It is well developed with clearly appropriate examples, reasons, and/or details, and it displays a good command of language, including a variety of sentence structures and well-suited choices of words and idioms to express ideas.
4	An essay at this level responds to the topic and task well, but some points may not be fully supported. It is generally well organized and shows unity, progression, and coherence with only occasional redundancy or lack of clarity. It also is generally well developed with appropriate examples, reasons, and/or details, and it demonstrates a good use of language, including various sentence structures and range of vocabulary with occasional language errors that do not obscure the meaning.
3	An essay at this level responds to the topic and task on a basic level with somewhat developed examples, reasons, and/or details. It shows unity, progression, and coherence in spite of occasional, unclear connections among ideas. It is also characterized by correct but limited use of grammar and vocabulary, including errors in sentence formation and word choice that may make some sentences unclear or difficult to understand.
2	An essay at this level displays limited development in response to the topic and task, with inappropriate or insufficient supporting details. It has poor organization or connections among ideas and is marked by obviously inappropriate word choice or word forms and an accumulation of errors in grammar and/or usage.
1	An essay at this level responds to the task confusingly. It lacks any organization and development. It contains little or no detail or details that are not related to the task, and it shows serious and frequent errors in grammar and usage.
0	An essay at this level only contains words from the topic, is not related to the topic, is written in a language other than English, or is blank.

How to Use This Book

How to Master Skills for the TOEFL® iBT Writing Basic is designed to be used either as a textbook for a TOEFL® iBT writing preparation course or as a tool for individual learners who are preparing for the TOEFL® test on their own. With a total of 19 units, this book is organized to prepare you for the test with a comprehensive understanding of the test and thorough practice of essential expressions and skills to address the writing tasks on the TOEFL® iBT. The book is comprised of four parts, and each part provides a step-by-step program that can enhance your writing ability. At the back of the book are two actual tests of the Writing section of the TOEFL® iBT.

1 Essential Grammar, Collocations, or Patterns & Expressions

This part presents essential grammar or lexical items you need to know in order to respond effectively to the writing tasks on the TOEFL® iBT. Essential grammar for writing is dealt with in units 1 to 5; essential TOEFL® collocations in units 6 to 12; and essential patterns and expressions in units 13 to 16.

1 Basic Sentence Structure / Gerunds / Infinitives

句子的基本结构 / 动名词 / 不定式

A Basic Sentence Structure

1. Sentences
每个句子都有一个主语 (subject) 和一个谓语 (verb)，并包含其他必要的成分。

- *My sister enjoys to major in chemistry in college.* (不定式错误)
- *My sister enjoys majoring in chemistry.* (动名词正确)

* 不定式结构 (to + verb) 通常用作主语、宾语、定语、状语或补语，而不及物动词后通常接介词。

- *We want to major in chemistry.* (不定式作宾语)
- *My sister is majoring in chemistry.* (动名词作宾语)
- *Because January likes chemistry, he wants to major in that subject.* (不定式作宾语)
- *Because January likes chemistry, he wants to major in that subject.* (不定式作宾语)

2. Sentences Patterns

- 1) Pattern 1: 主语 + 谓语
- *My grandparents live in a small town.*
- *This meeting will last for at least three hours.*
- 2) Pattern 2: 主语 + 谓语 + 宾语
- *My sister enjoys majoring in chemistry.*
- *Computers have become very useful tools in modern life.*
- 3) Pattern 3: 主语 + 谓语 + 宾语 + 补语
- *My sister is majoring in chemistry.*
- *Some people prefer to go to bed early in the morning.*
- 4) Pattern 4: 主语 + 谓语 + 宾语 + 定语
- *Some schools offer a long summer vacation.*

6 School & Education

a field of study	研究领域
a secondary school	中学
assign homework to someone	给某人布置作业
attend a summer camp	参加夏令营
attend classes	上课
attend college/university	上大学
be competent in	在...方面有能力，胜任
be involved in outdoor activities	参与户外活动
be required to do sth	必须...，被要求...
begin formal education	开始正规教育
build/develop a school	建校
career preparation	职业准备
compulsory subjects	必修科目
develop expertise in	培养...方面的专长
earn a credit	获得学分
expand one's knowledge	扩展知识
extracurricular activities	课外活动
find a problem	发现问题
feel under pressure	感到有压力，有紧迫感
form a study group	组成学习小组
gain knowledge from	从...获得知识
gain updated information	获得最新信息
get a good education	获得良好教育
get a good grade	取得好成绩
give someone a prize for	给某人颁奖
go through puberty	经历青春期
go to a private school	上私立学校
graduate from school	从学校毕业
have a choice of	有...的选择

2 Check-Up

The purpose of this section is to ensure that you understand essential grammar points, collocations, or patterns and expressions presented at the beginning of each unit. You will be given a chance to confirm your understanding before starting on the further exercises.

Check-Up

A Fill in each blank with the correct form of the given verb.

- I found documentaries _____ (amaze).
- There is a heavy rain _____ in the countryside. (hit)
- Some students _____ to participate in extracurricular activities. (require)
- People _____ about accidents are trustworthy. (speak)
- South Korea _____ rapidly since the Korean War. (develop)
- Parents are now _____ that there is too much violence on television. (complain)
- We should have _____ the food shortage. (prevent)
- Adolescents _____ on television are often rebellious. (show)
- The greenhouse effect will _____ many countries in danger. (put)
- Plastic bottles should _____ (recycle)
- Every person _____ a knack for something. (have)
- Ten years ago, public transportation _____ more frequently than nowadays. (use)

Check-Up

Match the words or phrases on the left to the correct collocations on the right.

Basic Unit A

- expand
- lecture
- earn
- work
- career
- be
- share
- form
- attend
- a secondary
- study
- develop

- a credit
- competent in
- one's knowledge
- as a team
- preparation
- in class
- abroad
- expertise in
- ideas with someone
- a study group
- a summer camp
- school

3 Writing Practice

This section allows you to practice writing various English sentences while using the grammar points, collocations, and patterns and expressions you have learned. In this practice section are sentence completion, sentence formation, and translation exercises.

Writing Practice

- A Translate the following into English by putting the given words and phrases in the right order.
- 孩子应该从家庭中学到责任感。
(from their family / children / need / able / learning / can)
 - 二手经验比一手经验同样重要。
(divided experience / an / unshared experience / is / important / as)
 - 你愿意花更多钱买更好的衣服。
(a lot of / spending / time and money / around the world / require)
 - 我们所有人都应该对气候问题负责。
(be / all of us / responsible / for / pollution / for)
 - 我们从小就应该学会承担责任。
(to start / my career / their / education / mean / a / responsibility)
 - 人们应该学会在压力下工作。
(group / over / stress / need / when / to / work / they / difficult)
 - 现在，学生应该学会在压力下工作。
(their / think / someone / need / during / their / class / frequently / use / technology / students)
 - 电脑技术对我们的生活有影响，对我们的工作也有影响。
(influence / by / making / that / we / not / believe / that / action / a / negative / influence / not)
 - 许多学生应该学会承担责任。
(students / need / should / change / school / curriculum / to / meet / the / need / of / the / student)
 - 我们需要更多的信息，以便我们能做出决定。
(all / the / information / a / thorough / examination / can / be / made / after / it / if / it / is / important / judgment)

Writing Practice

- A Complete the following by filling in the blanks with the appropriate collocations.
- 每个人应该学会在压力下工作。
People can _____ a teenager's performance in higher studies at school.
 - 我们认为应该为环境工作。
I think it is better to _____ to win the competition.
 - 如果你愿意花更多钱买更好的衣服。
If you _____ someone, you can learn about his/her personality in a short period of time.
 - 我们所有人都应该对气候问题负责。
It is expected that the juvenile crime rate will decrease as well, if we can _____.
 - 我们从小就应该学会承担责任。
Taking responsibility for your own behavior will be the first step to _____ your life.
 - 人们应该学会在压力下工作。
_____ may take a longer time than being taught by someone.
 - 我们所有人都应该对气候问题负责。
_____ modern technology, college students take classes at home.
 - 电脑技术对我们的生活有影响，对我们的工作也有影响。
We should _____ to every member of our society.
 - 许多学生应该学会承担责任。
Literature enable students to _____ about a variety of topics.
 - 我们需要更多的信息，以便我们能做出决定。
Unless you _____, you cannot solve it.
 - 我们需要更多的信息，以便我们能做出决定。
In my opinion, reading books is the best way to _____.
 - 我们需要更多的信息，以便我们能做出决定。
Teachers should encourage their students to _____ actively for their physical development.

4 Writing Challenge

Exercises in this section encourage you to make full sentences on your own, to provide some sentences to complete the given contexts, and to state your own theses with some reasons in response to the given prompts. These writing exercises will help you express your ideas in English fluently and accurately.

Writing Challenge

- A Translate the following into English.
- 孩子应该从家庭中学到责任感。
 - 二手经验比一手经验同样重要。
 - 你愿意花更多钱买更好的衣服。
 - 我们所有人都应该对气候问题负责。
 - 我们从小就应该学会承担责任。
 - 人们应该学会在压力下工作。
 - 现在，学生应该学会在压力下工作。
 - 电脑技术对我们的生活有影响，对我们的工作也有影响。
 - 许多学生应该学会承担责任。
 - 我们需要更多的信息，以便我们能做出决定。
 - 我们需要更多的信息，以便我们能做出决定。
 - 我们需要更多的信息，以便我们能做出决定。

Writing Challenge

- Read the following questions, and write two or three sentences on what you think about each one.
- Do you agree or disagree with the following statement? The most important reason of a job is the money a person earns. Use specific reasons and examples to support your opinion.
Agree: I agree that money is the most significant reason why people get a job. Because we cannot buy food, clothes, or other necessities without money, we need to get a job to afford our expenses.
Disagree: Not every person wants to have a job. For the money, it is evident that there are more important reasons for having a job, such as what kind of job it is, what kinds of people you work with, and how much you like the job.
 - Do you agree or disagree with the following statement? Universities should give the same amount of money to their students' sports activities as they give to their libraries. Use specific reasons and examples to support your opinion.
Agree: _____
Disagree: _____
 - Do you agree or disagree with the following statement? The best way to travel is in a group led by a tour guide. Use specific reasons and examples to support your answer.
Agree: _____
Disagree: _____

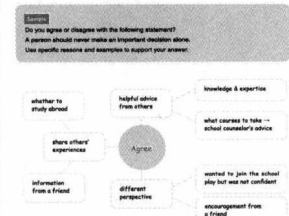
5 Essential iBT Writing Skills

This component appears at the beginnings of units 17 to 19. It introduces each of several helpful writing skills for the TOEFL® iBT by showing how to brainstorm, outline, take notes, paraphrase, and summarize step by step. This presentation will help you understand each skill in a simple, clear way.

17 Brainstorming & Outlining

Brainstorming

Brainstorming is the process of generating ideas before you begin to write about a topic. You should come up with as many ideas as possible about the topic. If you put down those ideas on paper, it will help you to choose an appropriate, logical organization for the information in your essay. As a way of writing down ideas on paper, you can use a cluster diagram, also known as a mind map.



Outlining

Outlining refers to organizing the ideas from the brainstorming process in order to get a sketch of your essay in the outlining stage, you should distinguish major ideas from minor ones and arrange them according to the typical structure of the TOEFL® essay: introduction, body, and conclusion.

How to Outline

- Look at your brainstorm, and choose the best ideas. You can group similar ideas and cross out the ideas which are unconnected to the topic.
 - State your thesis clearly in the introduction. A thesis statement should show what your position is about the essay topic.
 - Set aside the main ideas and supporting ideas for the body. These main ideas are supposed to be topic sentences in the body paragraphs. There are usually two or three of them. To develop the main ideas, you also need supporting details and examples.
 - Provide a summary in the conclusion. You may restate your thesis and summarize the main points discussed in the body paragraphs.
- Introduction
An important decision should not be made without consulting others.
- Body Paragraph 1
Others' advice is helpful.
- knowledge and expertise
- school counselor's advice about what courses to take
- Body Paragraph 2
Can share others' experiences
- had to decide whether to study abroad
- information from a friend who had studied overseas
- Body Paragraph 3
Can get a different perspective
- wanted to join the school play but was not confident
- encouragement from a friend
- Conclusion
With an important decision, I always seek others' advice as that I can benefit from their knowledge, experience, and perspectives.

6 Practice with Essential IBT Skills

This section will help you to practice brainstorming, outlining, note taking, paraphrasing, and summarizing—all skills that were introduced in the former section. You will experience enough exercises to practice those skills in response to the essay prompts and passages, which are very similar to those on the real TOEFL® iBT.

Practice with Agree / Disagree Questions

1. Do you agree or disagree with the following statement? Classmates have more influence on a child's success at school than parents do. Use specific reasons and examples to support your answer.

A. Brainstorm

1. spend more time with each other

2. more interests & values in common

3. develop each other through competition or cooperation

1. emotional & financial support

2. experienced advice & guidance

3. long-term influence

B. Outline

Agree	Disagree
Classmates affect a child's success at school more than parents do.	A child's success at school depends more on parents than on classmates.
1. Classmates spend more time with each other.	1. Parents support a child emotionally as well as financially.
2. Classmates usually have more interests and values in common.	2. Parents help a child have a good attitude to others.
3. Classmates help develop each other through competition or cooperation.	3. Parents have a long-term influence on a child.

Practice with Note Taking

Read the following passages, and complete the notes.

1. Wind farms produce energy by harnessing wind power. Wind farms require a large amount of land in a place far from cities, where land is inexpensive, and people do not want to live next door to them. Also, the electrical lines, which generate electricity, can break down easily when birds and debris get caught, raising the cost of the energy created.

Disadvantages of " "

1. need " " (price / 4 pt.)

2. birds & debris → windmill breakdown → " "

2. The smart car is a vehicle that is easy to park since it is small enough to be parked nose in in places where a conventionally sized car would have to be parked parallel. Because of its light weight, it gets very high gas mileage. It also manufactured in a very environmentally friendly manner in terms of assembly, painting, and recycling features.

Advantages of the Smart Car

1. easy & park smart → " "

2. " "

3. friendly & secure, assembly, painting, & " "

3. Megastores tend to be located in the suburbs, close to residential areas and accessible by major highways. Their size and extensive inventory result in several advantages. They can buy in large quantities, lowering the cost of each unit, so the savings are passed on to the consumer. These low prices make the stores popular with large families, and the variety of goods allows the convenience of one-stop shopping.

Advantages of Megastores

1. easy " "

2. size → prices / b's buy " "


3. variety of various goods → " " possible

7 Actual Tests

This part offers two full practice tests that are modeled on the Writing section of the TOEFL® iBT. These tests will familiarize you with the actual test format of the TOEFL® iBT.

Listening

Question 1 of 2



Question

Question 1 of 2

Directions: You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

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

The debate is intense among the large animals of the African savanna in that it has stripes. Zoologists have proposed various theories as to the purpose of these stripes, all of which suggest that the stripes are a product of evolution as stripes become a tool for survival of the species.

One theory is that the stripes create an optical illusion for the viewer's predators. A lion, for example, perceives that the stripes is darker than it really is, causing the lion to keep toward the stripes in an effort to capture it. But the striped lion has about to be long, allowing the stripes to flee unharmed.

Another possible explanation, related to the first, is that the stripes confuse predators to other ways as well. The repeated pattern of light and dark tends to make stripes in a herd look the same. Thus, the hunter is unable to focus on any individual animal. (Lions traveling in a herd, therefore, are more likely to escape attack.)

Finally, the stripes serve as camouflage, as they cause the stripes to blend in with the surrounding natural features. In the savanna's natural habitat—the tall grass of the African savanna—the animal cannot be easily detected by predators passing by at some distance.

All of these suggested purposes are products of evolution. Perhaps the original members of this species had only faint stripes or stripes that were less in number. Those born with darker stripes or with more stripes survived better than those with fewer stripes. By the process of natural selection, therefore, the stripes became more defined and more numerous over millions of years. The present animal state of the savanna permits a lion to focus in the middle of its otherwise hectic environment by remaining invisible or elusive to its natural predators.

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PART

1

Essential Grammar for Writing

Grammar is what gives sense to language. It is used to increase the range of language choices when you write. Understanding and having knowledge of the uses of grammar will help you write more effectively. In this part, you will study basic grammar points and practice a lot of sentence writing skills to make well-formed English sentences. These drills are the very first step to writing your own essays.

- Unit 1 **Basic Sentence Structure / Gerunds / Infinitives**
句子的基本结构 / 动名词 / 不定式
- Unit 2 **Participles / Voice**
分词 / 语态
- Unit 3 **Parallelism / Comparison**
平行结构 / 比较
- Unit 4 **Noun Clauses / Adjective Clauses**
名词从句 / 定语从句
- Unit 5 **Adverb Clauses / Conditionals**
状语从句 / 条件从句

1 Basic Sentence Structure / Gerunds / Infinitives

句子的基本结构 / 动名词 / 不定式

A Basic Sentence Structure

1 Sentence

指至少有一个主语 (subject) 和一个动词 (verb), 并能表达完整意思的词的集合。

① Jeremy wants to major in chemistry in college. (完整的意思)

S V

② Chemistry is his favorite subject. (完整的意思)

S V

* 不完整的句子 Fragment 指的是没有主语或动词, 或者不能表达完整意思的词的集合。

① Wants to major in chemistry. (没有主语)

② Jeremy to major in chemistry. (没有动词)

③ Because Jeremy likes chemistry. (不能表达完整的意思)

→ Because Jeremy likes chemistry, he wants to major in that subject. (句子)

2 Sentence Patterns

1) Pattern 1: 主语+动词

① My grandparents live in a small town.

S V

② This meeting will last for at least three hours.

S V

2) Pattern 2: 主语+动词+补语

① Parents are the best teachers for their children.

S V C

② Computers have become very useful tools in modern life.

S V C

3) Pattern 3: 主语+动词+宾语

① Students should follow school rules.

S V O

② Some people prefer to get up early in the morning.

S V O

4) Pattern 4: 主语+动词+间接宾语+直接宾语

① Some schools give their students a long summer vacation.

② We should ask **ourselves** what the most important thing in our lives is .
 S V I.O. D.O.

5) Pattern 5: 主语+动词+宾语+补语

① Good friends make **school life** happy .
 S V O C

② Watching fun movies allows **me** to take a break from my busy routine .
 S V O C

B Gerunds

1 As a Subject

- ① Taking a walk is very good exercise.
- ② Eating meals regularly is important for your health.

2 As a Complement

- ① One of my favorite activities is surfing the Internet.
- ② Teamwork is communicating with others.

3 As an Object

- ① I enjoy watching movies in my spare time.
- ② My brother is proud of having many good friends.

C Infinitives

1 Like a Noun

- ① To read books in English is very important for improving your vocabulary. (主语)
 → It is very important to read books in English to improve your vocabulary. (形式主语—真正的主语)
- ② The main purpose of traveling is to experience new things. (补语)
- ③ People often like to criticize others' behavior. (宾语)

2 Like an Adjective

- ① People's behavior has much to do with what clothes they wear.
- ② I always need a book to read on the subway.

3 Like an Adverb

- ① In order to earn more money in the future, people try to get accepted to good schools.
- ② No one is intelligent enough to make good decisions without others' advice.

● Check-Up

A Mark the subject, verb, object, and complement in each sentence as shown in the example.

Scientific technologies have made our lives convenient .
S V O C

- 1 Laughter improves health by lowering stress hormones.
- 2 Friends are one of the most important influences on young adults.
- 3 Our city should build a new library for our children.
- 4 I found it helpful to listen to others' advice when making an important decision.
- 5 Every morning, I exercise.
- 6 A happy life requires an optimistic attitude.
- 7 Some people change their jobs very frequently.
- 8 I was a child when I lived in a different country.
- 9 Inexperienced workers earn less money than experienced ones.
- 10 I could almost not breathe because of the stuffy atmosphere.
- 11 Many immigrants have a hard time adjusting to a new culture.
- 12 Our community offers students various after-school activities.
- 13 Modern apartment buildings are too expensive in my town.
- 14 Universities give students many opportunities to learn a variety of subjects.

B Correct the errors in the following sentences. Some sentences have no errors.

- 1 People should ask the advice of others before move to other cities.
人们应该在迁居至其他城市之前询问他人的意见。
- 2 It is important for students to studying history and literature.
对学生来说，学习历史和文学很重要。
- 3 Some people prefer working for a large company to work for a small company.
比起在小公司工作，有些人更喜欢在大公司工作。
- 4 People have different ways spending their time.
人们用不同的方式打发时间。
- 5 Children love to watch television, but they dislike to watch informative programs.
孩子们喜欢看电视，但是他们不喜欢看信息类节目。
- 6 Working for others means that you should follow their rules.
为他人工作意味着你得遵守他人的规则。
- 7 In order to live a healthy life, you need exercising regularly.
要活得健康，就要定期锻炼。
- 8 Experts recommend to take some time to laugh when you get stressed out.
专家建议，有压力时要经常大笑。
- 9 Traveling gives us the opportunity of meeting new people.
旅行为我们提供了认识新朋友的机会。
- 10 Learning how to spend money is as important as to learn how to save it.
学习如何花钱与学习如何攒钱同样重要。
- 11 The government should spend more money to improve public transportation.
政府应投入更多的财力改善公共交通。
- 12 People work because needing money to live.
人们工作是因为需要钱生活。