



成于灵感：为青年才俊的梦想而努力

托福, 雅思, SAT, ACT, SSAT, AP, IB, A-Level等

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TPO 1

The lecturer claims that the new policy, which allows people to work four days a week instead of five, will have negative effects for companies as well as society. This claim is not in agreement with that of the reading passage, which suggests that such a policy will be beneficial. According to the lecture, a company that allows employees to have fewer working hours is likely to hire more people to ensure that it meets normal levels of productivity. If this occurs, expenses for training and medical insurance will inevitably rise. The reading passage, by contrast, suggests that employees who enjoy more leisure time make fewer mistakes and work more efficiently, leading to increased profits for the enterprise.

The second point of difference between the lecture and the reading passage concerns the impact of the policy on the unemployment rate. The lecturer asserts that for the sake of saving money, employers might raise their expectations of 4-day employees rather than recruit more people. Consequently, employees who work 4 days will be forced to finish what they did in 5 days previously, and no additional jobs will be created. Finally, the lecturer argues that under the new policy, employees will experience not only decreased quality of life (as shorter working hours will translate into less pay), but also fewer chances to be promoted to supervisory positions. However, the reading passage contends that more leisure hours can create opportunities to strengthen family ties and allow employees to develop private interests, making them feel more satisfied with their lives.

TPO 2

The lecturer talks about research conducted by a firm that used the group system to handle their work. He says that the theory stated in the passage was very different and somewhat inaccurate when compared to what happened in reality.

First, some members got free rides. That is, some didn't work hard but got recognition for the success nonetheless. This also indicates that people who worked hard were not given recognition they should have gotten. In other words, they weren't given the opportunity to "shine". This directly contradicts what the passage indicates.

Second, groups were slow in progress. The passage says that groups are more responsive than individuals because of the number of people involved and their aggregated resources. However, the speaker talks about how the firm found out that groups were slower than individuals in decision making. Groups needed more time for meetings, which are necessary procedures in decision making. This was another place where experience contradicted theory.

Third, influential people might emerge and lead the group towards glory or failure. If the influential people are going in the right direction there would be no problem. But in cases where they go in the wrong direction, there is nobody that has enough influence to counter the decision made. In other words, the group might turn into a dictatorship, with the influential party as the leader, and might become less flexible in its thinking. They might become one-sided, and thus fail to succeed.

TPO 3

The lecture revises the idea presented in the text, that Rembrandt was not the artist who painted the famous painting "Portrait of an Elderly Woman in a White Bonnet".

The inconsistency between the white cap, which identifies the woman as a servant, and the expensive fur collar she wears dissolves as the Professor explains that the fur collar was apparently painted over the original painting to increase its worth by displaying an aristocratic woman.

In addition, the assumption that light and shadow in the painting do not fit together is refuted by the fact that in the original painting, the woman wears a light cloth that illuminated her face. Thus the presentation of light and shadow was indeed very realistic and accurate, as it is characteristic of Rembrandt's paintings.

Finally, the mystery of the panel consisting of patches glued together is also solved in the lecture. Actually, the wood panel was later enlarged to make it more grand and valuable, but the original painting was painted on a single panel, as Rembrandt would have done it. Furthermore, the wood is of the same tree used in other Rembrandt paintings, like the "Self-Portrait with a Hat".

All this information points to Rembrandt as the painter of the controversial painting.

TPO 4

The professor actually contradicts the statements made in the passage. She is of the view that dinosaurs are not endotherms i.e. they were not able to keep their body temperature at a constant rate.

The professor contradicts the issue of dinosaurs being endotherms based on the availability of fossils being available in the polar regions, she says that the polar regions in those days were not as cold as they are today i.e. at least warm enough for dinosaurs to live. During harsh winters she says that there is a possibility of

the dinosaurs actually migrating to warmer regions.

The issue of leg position and movement being used as a reason to classify the dinosaurs as endotherms does not please the professor either. She says that dinosaurs had legs under their bodies to support their huge bodies i.e the legs under the body of the dinosaur were actually to support the huge weight of the dinosaur and not to provide it with a body structure like endotherms(which is actually suited for running).

The professor acknowledges the presence of haversian canals but also points out that that the fossils show the presence of growth rings. These rings occur due to the thickening of the bone. The thickening indicates that the dinosaurs were'nt actually growing continuously but were experiencing periods of rapid growth and periods of no growth in succession. This pattern, she says is characteristic of non endothermic animals.

Thus it can be inferred that the professor challenges the passage by giving reasons as to why she thinks that the dinosaur is not an endoderm.

TPO 5

The author of the reading passage proposes three theories as likely explanations of the primary function of Chaco Canyon houses, giant structures built in the 12th century. The lecturer, however, points to the inaccuracies in each of these theories.

The lecturer argues that the modest number of fireplaces in these structures is in contradiction with the huge size of these houses, indicating that these structures could not have been used for residential purposes. The reading, however, draws comparisons between the Chaco houses and other similar large residential structures in support of the "residential" theory.

The second theory, that the houses were used for food storage, is also rejected by the lecturer. He explains that a place that had been used for storing maize would have many traces of scattered maize, which is not the case in the area of the Chaco Canyon houses. This proves that the "food storage theory" is unlikely. Finally, regarding the third theory, the "ceremony theory", the lecturer contends that the presence of broken pots close to the great houses does not offer sufficient proof that this was a place for ceremonial activities. He argues that there are other materials such as pieces of construction trash found along with the broken pots, which suggest that these pots were probably not used for ceremonial purposes but instead were discarded by construction workers upon completion of the great houses.

本篇范文可以借鉴的模板

The author of the reading passage proposes three theories as likely explanations of_____. The lecturer, however, points to the inaccuracies in each of these theories.

The lecturer argues that_____. The reading, however, _____ in support of the_____ theory.

The second theory, that _____, is also rejected by the lecturer. He explains that _____. This proves that the “_____ theory” is unlikely.

Finally, regarding the third theory, the “_____ theory”, the lecturer contends that_____. He argues that_____.

TPO 6

The lecturer addresses each of the three criticisms of communal online encyclopedias mentioned in the reading passage.

The lecturer admits that communal online encyclopedias, like any reference book, may contain errors, but she claims that these errors can be corrected much more easily and quickly than those printed in a paper encyclopedia. The reading passage, in contrast, points to the inaccuracy of information in online encyclopedias, presenting the argument that errors in these resources are due to lack of professional knowledge among contributors.

The lecturer then gives two strategies that have been proven very effective in protecting online encyclopedias from malicious alteration. She explains that contents that consist of indisputable facts are stored and presented in a read-only format so that nobody can make changes to them. In addition, she says, there are specialists who constantly monitor contents online so that they can quickly remove a suspicious change once it is detected.

The lecturer also challenges the final point in the reading regarding the nature of topics covered in online encyclopedias. She says that because of virtually unlimited space on the Internet, there is no need to worry about what is important enough for inclusion in an online encyclopedia. Moreover, the greater variety of topics in online encyclopedias more truly reflects the genuine interests of the general public, even if some of these topics are less serious or academic than those in traditional encyclopedias.

本篇范文可以借鉴的模板

The lecturer addresses each of the three criticisms of _____ mentioned in the reading passage.

The lecturer admits that _____, but she claims that_____. The reading passage, in contrast, points to_____, presenting the argument_____.

The lecturer then_____. She explains that_____. In addition, she says, _____.

The lecturer also challenges the final point in the reading regarding the_____. She says that_____. Moreover,

TPO 7

The lecture and the reading passage give contradictory opinions on the topic of ecocertification, a form of accreditation conferred by an international agency in recognition of a company's ecofriendly practices. The passage explains that it is not necessary for American wood companies to pursue ecocertification while the lecture provides several counterarguments to this view.

First, the lecturer argues that the reading passage is too general in its statement that American consumers reject advertising completely. He asserts that Americans do not trust advertising claims for a product only when these claims are made by the company that sells the product. When a claim is made by an independent third party such as a wood certification company, he posits, consumers respond very positively with strong acceptance of the certified product.

The lecturer also refutes the second point in the reading - that price-sensitive American consumers are likely to choose cheap wood products without certification. The professor contends that certified wood is only slightly (less than 5%) more expensive than uncertified wood, and therefore, he argues, consumers will tend to ignore the price difference and choose the eco-friendly product.

Finally, receiving eco-certification is, according to the professor, an important strategy used by American wood companies to ensure that their products can compete against ecocertified wood products imported into the domestic market from foreign countries. According to the reading, however, this strategy is unnecessary because American consumers are likely to be content with domestically manufactured products, even if they are not ecocertified.

本篇范文可以借鉴的模板是：

The lecture and the reading passage give contradictory opinions on the topic of_____. The passage explains that _____ while the lecture provides several counterarguments to this view.

First, the lecturer argues that the reading passage is too general in its statement that_____. He asserts that_____.

The lecturer also refutes the second point in the reading - that_____. The professor contends that_____.

Finally, _____, according to the professor, is_____. According to the reading, however, _____.

TPO 8

The reading passage raises several doubts about the accuracy of the memoir written by the Chevalier de Seingalt, whereas the professor defends the memoir in the lecture by clarifying the seeming contradictions in the Chevalier's accounts.

The professor argues that because the Chevalier was rich in assets but poor in cash while he was living in Switzerland, he occasionally had to borrow funds to pay for expensive recreational activities. According to the professor, having low amounts of cash is not the same as being financially poor. The reading, however, holds that as someone who had to borrow large amounts of money from others, the Chevalier must have fabricated stories of his wealthy life in Switzerland. Moreover, the professor challenges the skepticism expressed in the reading regarding the reliability of the conversations with Voltaire that the Chevalier recorded in his memoir. She explains that because the Chevalier had a habit of recording each conversation with Voltaire in a diary immediately afterward, he was able to recall those discussions in detail even years later.

Finally, the professor rejects the claim in the reading that the Chevalier bribed his way out of a prison in Venice. She says that the fact that none of the other prisoners, even those with better resources, had been able to do so shows that bribery was unlikely. Furthermore, she points to a government paper that recorded the repair work done to the Chevalier's prison cell, citing this as strong evidence that the account of his escape from the prison was indeed accurate.

本篇作文可借鉴的模板

The reading passage raises several doubts about_____, whereas the professor defends_____by clarifying the seeming contradictions in_____.

The professor argues tha_____. According to the professor, _____. The reading, however, holds that_____.

Moreover, the professor challenges the skepticism expressed in the reading regarding the _____. She explains that_____.

Finally, the professor rejects the claim in the reading that_____. She says that the fact that_____shows that_____. Furthermore, she points to_____, citing this as strong evidence that_____.

TPO 9

The lecturer points out several problems with the use of hydrogen-based fuel-cell engines in support of her claim that substituting them for internal-combustion engines is technologically unfeasible, environmentally unfriendly,

and economically unviable.

First, the lecturer argues that it is impractical to replace internal-combustion engines with fuel-cell engines because using the latter requires hydrogen, which is technologically challenging to both obtain and store. However, the reading touts it as an attractive advantage because hydrogen is an infinite source of energy.

Second, the lecturer refutes the claim in the reading that hydrogen cells are environmentally friendly. She argues that although engines that use hydrogen cells produce less pollution, the manufacturing of hydrogen cells generates large amounts of harmful by-products due to the burning of fossil fuels in the purification process.

Third, although the reading suggests that hydrogen-based engines are more fuel-efficient and thus economically competitive than internal-combustion engines, the professor argues that such an advantage is undermined by the fact that fuel-cell engines are extremely expensive to manufacture because they require the addition of platinum, a very rare and expensive material.

注：本篇作文可借鉴的模板为：

The lecturer points out several problems with _____ in support of her claim that _____.

First, the lecturer states that_____. However, the reading argues that _____.

Second, the lecturer refutes the claim in the reading that _____. She argues that _____.

Third, although the reading suggests that_____, the professor argues that _____.

TPO 10

The lecturer and the reading passage suggest two competing theories, the predation theory vs. the pollution theory, to explain why the sea otter population is in rapid decline.

The professor reasons that the absence of dead sea otters washed up the coast suggests that their decline is not caused by sea pollution but rather by sea predators who consume their bodies after killing them. In contrast, the reading passage attributes the death of sea otters to pollution, citing evidence of increased sources of ocean contaminants which lead to greater vulnerability to infections.

Furthermore, the lecturer argues that orcas are likely factors in the disappearance of sea otters, because the scarcity of whales, their usual prey, has left them with no other choice but to start hunting smaller mammals like the otters for food. The reading passage, on the other hand, rules out this theory based on the orca's preying habit, and instead approves of the pollution

theory as the only explanation for the decline of both large and small sea mammals across the entire ecosystem. Finally, according to the lecturer, the uneven pattern of sea otter decline corresponds to the distribution of the orcas; she argues that the fact that their population has declined most rapidly where orcas are most prevalent further validates the predation theory. However, the reading passage argues that changeable environmental factors, which lead to different concentrations of pollutants, better explains the varying pattern of sea otter decline.

注：本篇范文可以借鉴的模板是：

The lecturer and the reading passage suggest two competing theories, _____ V.S. _____, to explain _____.

The professor reasons that _____ is not caused by _____ but rather by _____. In contrast, the reading passage attributes _____ to _____, citing evidence of _____.

Furthermore, the lecturer argues that _____ are likely factors in _____, because _____. The reading passage, on the other hand, rules out this theory based on _____, and instead approves of the _____ theory as the only explanation for _____.

Finally, according to the lecturer, _____. However, the reading passage argues that _____ factors better explains _____.

TPO 11

The lecturer raises several arguments to counter the reading passage's strong criticism of the general public's declining interest in reading literature.

The lecturer argues that literature is only one among many forms of reading genres from which the public can benefit intellectually. The public also benefits from reading works of science fiction and historical novels, among other reading genres. Therefore, the reading is wrong to claim that the public is suffering great losses by not reading literature.

Furthermore, the lecturer explains that even if it is true that the public is reading fewer books and watching more television and films instead, it does not necessarily mean culture is in decline. Television and film are simply modern forms of cultural expression that are also intellectually stimulating and directly relevant to contemporary life.

Finally, the lecturer admits a decline in audience and support of literature in today's society, but she attributes it to the authors themselves, who have

alienated themselves from the reading public by using overly complex language. The reading, however, blames the lowering standards of the public for the declining interest in reading great works of literature.

TPO 12

The reading passage suggests that three pieces of evidence provide support that a portrait recently put up for sale by a member of Jane Austen's family is of Jane Austen herself when she was a teenager. However, the lecturer rejects such evidence and argues that the painting could not be a portrait of Jane Austen. First, the lecturer argues that the portrait first appeared 70 years after Jane Austen's death, suggesting that members of her extended family might have commissioned the portrait without having actually seen her in person. Therefore, the fact that the portrait had been commissioned by her family members does not necessarily prove that it is a portrait of Jane Austen.

Second, the lecturer argues that the resemblance between the portrait and an authentic sketch of the adult Jane Austen could be explained by the hypothesis that the portrait is of a relative of Jane Austen when the relative was a teenager. Finally, the lecturer argues that despite the style of the painting, which links it to the exact period when Jane Austen was a teenager, the stamp on the back of the canvas indicates that the portrait was painted at least 27 years after Jane Austen's birth, indicating that the portrait was of someone else who was much younger than Jane Austen.

本篇范文可以借鉴的模板句型:

The reading passage suggests that three pieces of evidence provide support that_____. However, the lecturer rejects such evidence and argues that_____.

First, the lecturer argues that _____, suggesting that_____.

Therefore, the fact that _____ does not necessarily prove that _____.

Second, the lecturer argues that the _____could be explained by the hypothesis that _____.

Finally, the lecturer argues that despite _____, which_____, the_____ indicates that_____.

TPO 13

The reading passage suggests that three pieces of evidence provide support that a portrait recently put up for sale by a member of Jane Austen's family is of Jane Austen herself when she was a teenager. However, the lecturer rejects such

evidence and argues that the painting could not be a portrait of Jane Austen. First, the lecturer argues that the portrait first appeared 70 years after Jane Austen's death, suggesting that members of her extended family might have commissioned the portrait without having actually seen her in person. Therefore, the fact that the portrait had been commissioned by her family members does not necessarily prove that it is a portrait of Jane Austen.

Second, the lecturer argues that the resemblance between the portrait and an authentic sketch of the adult Jane Austen could be explained by the hypothesis that the portrait is of a relative of Jane Austen when the relative was a teenager. Finally, the lecturer argues that despite the style of the painting, which links it to the exact period when Jane Austen was a teenager, the stamp on the back of the canvas indicates that the portrait was painted at least 27 years after Jane Austen's birth, indicating that the portrait was of someone else who was much younger than Jane Austen.

本篇范文可以借鉴的模板句型:

The reading passage suggests that three pieces of evidence provide support that_____. However, the lecturer rejects such evidence and argues that_____.

First, the lecturer argues that _____, suggesting that_____.

Therefore, the fact that _____ does not necessarily prove that _____.

Second, the lecturer argues that the _____could be explained by the hypothesis that _____.

Finally, the lecturer argues that despite _____, which_____, the_____ indicates that_____.

TPO 14

The lecturer and the reading passage hold completely different views toward the practice of salvage logging, which is the removal of dead trees from a forest after a fire or a storm.

First, the lecturer states that removing dead trees is not good for the health of a forest because it deprives it of the nutrients necessary for future tree growth, which dead trees release into the soil as they decompose. In contrast, the reading passage states that removing old trees provides more space in which new generations of fresh trees can grow more healthily.

Second, the lecturer argues that some insects and birds that inhabit dead trees are beneficial for tree growth, so salvage logging may cause unwanted damage to the forest in the long run. The reading, however, points out that some of

these insects are harmful to trees; thus, because clearing the forest of dead trees also destroys the habitat of these harmful insects, it ensures the healthy recovery of a forest after a fire.

Finally, with regard to economic impact, the lecturer argues against salvage logging because the dead trees can only be salvaged at a very high cost, and the employment associated with salvage logging is often temporary and taken by non-native residents. On the other hand, the reading argues that this practice provides many industries with the wood necessary to sustain their production and offer employment opportunities to local people.

本篇作文可以借鉴的模板是:

The lecturer and the reading passage hold completely different views toward _____, which is _____.

First, the lecturer states that _____. In contrast, the reading passage states that _____.

Second, the lecturer argues that _____. The reading, however, mentions _____. It points out that_____.

Finally, with regard to_____, the lecturer argues against _____ because_____. On the other hand, the reading argues that_____.

TPO 15

The lecturer argues against the three measures mentioned in the reading passage to reduce the population of the cane toad, a species introduced to the Australian continent.

The lecturer argues that the first measure, a national fence, would not prevent the flow of streams or rivers and, therefore, would allow young toads or toad eggs to travel to the other side of the fence. The reading passage, however, argues that such a fence would effectively cut off the route that animals use to establish colonies and expand in population.

Regarding the second measure, recruiting a large group of volunteers, the lecturer explains that volunteers often have difficulty distinguishing between cane toads and native frogs, an endangered species; therefore, they might kill members of both species. The reading passage gives the opposite view:

Organizing a large group of volunteers to join an extermination campaign would speed the destruction of cane toads.

Finally, the lecturer objects to the third measure—using an infectious virus. She points out that a virus intended to eliminate Australia's cane toad population

could be transmitted through animal transportation to other continents where cane toads are an essential part of the ecosystem. This is in direct contradiction with the claim in the reading passage that an infectious virus could be developed to stop the reproduction of cane toads without harming other species.

本篇作文可以借鉴的模板是：

The lecturer argues against the three measures mentioned in the reading passage to _____.

The lecturer argues that the first measure, _____. The reading passage, however, argues that such a _____ would _____.

Regarding the second measure, _____, the lecturer explains that _____.

The reading passage gives the opposite view: _____.

Finally, the lecturer objects to the third measure—_____. She points out that _____. This is in direct contradiction with the claim in the reading passage that _____.

TPO 16

The professor explained three aspects of the new guidelines adopted in the United Kingdom, each of which has successfully addressed the problems mentioned in the reading passage concerning the preservation of artifacts, the funding of archaeological research, and career opportunities in archaeology. First, the professor pointed out that according to the new guidelines, any construction project must undergo an evaluation process in order for the archaeological value of the site to be ascertained. If a site is determined to contain precious objects, a panel of experts is convened to draw up a preservation plan. This measure has proven very effective in addressing the first problem mentioned in the reading – careless and irresponsible construction projects being pursued without any regard for archaeological preservation. Second, the lecturer explained that the new guidelines shifted the responsibility for funding archaeological work, from initial examination to future preservation, from the government to construction companies. As a result of this shift, the second problem highlighted in the reading concerning insufficient government funds for archaeological research has been significantly addressed. The professor's last point concerned the final problem raised in the reading material – a decline in archaeology-related job opportunities. She argued that thanks to the new guidelines, many skillful, full-time archaeological experts and professionals are now needed to handle work at various stages of archaeological investigation, research, and preservation.

本篇范文可以借鉴的模板（特别适用于“听力解决阅读问题”类型的综合写作）

The professor explained three aspects of _____, each of which has successfully addressed the problems mentioned in the reading passage concerning _____, _____, and _____.

First, the professor pointed out that_____. This measure has proven very effective in addressing the first problem mentioned in the reading - _____.

Second, the lecturer explained that_____. As a result of this, the second problem highlighted in the reading concerning_____ has been significantly addressed.

The professor's last point concerned the final problem raised in the reading material - _____. She argued that_____.

综合写作的模板很少，在这里为大家准备了三套，希望能为各位提供参考。不过，还是建议有时间的考生自己准备模板，毕竟网上提供的模板重复率较高。自己写的模板不会和别人重复，而且使用的时候会更加熟悉，得心应手。

模板一

The lecture is mainly discussing _____, _____ and _____ by _____, challenging what are stated in the reading passage that _____, _____ and _____.

First of all, the speaker thinks that _____. In contrast, the reading passage believes that _____. So, the lecture totally disagree with the view made in the reading.

Second, the speaker discusses _____, Contradicting what is stated in the reading that _____.

Finally, the speakers raises the issue that _____. This point disagrees that _____ demonstrated in the reading.

So, the contents in the reading passage are totally jeopardized by the speaker and the speaker has totally different ideas on the topics made in the reading.

模板二

In the lecture, the professor made several points about_____ (听力中心大意，一句话归纳)，while the reading states that_____ (阅读中心大意，一句话归纳)

The first point that the professor used to cast doubt on the reading is that _____ (听力第一个分论点) According to the professor_____ (对前面那句话进行稍微解释) However, the reading notes that_____ (阅读第一个分论点)

The second point that the professor challenged the reading is that_____ (听力第二个分论点) Also, _____ (对前面进行补充说明) On the contrary, the reading contends that _____ (阅读第二个分论点)

Finally, the professor argued that_____ (听力第三个分论点) In other words, _____ (进行解释说明) This contradicts the point in the reading that_____ (阅读第三个分论点)

In short, the points asserted by the professor are different from what the reading says. The professor demonstrated that _____ (对听力文章进行总结)

模板三

The speaker in the lecture principally argues that _____ (听力中心大意, 一句话归纳), which contradict the main statement in the reading, thus refuting the reading passage totally. In order to substantiate his contention as well as to jeopardize the reading passage, the speaker later reexams the supporting details in the reading passage and forwards alternative explanations.

In terms of _____ (听力第一个分论点), the speaker argues that _____ (进行解释说明), challenging the notion in the reading that _____ (阅读第一个分论点)

Referring to _____ (听力第二个分论点), the speaker, believes that _____ (进行解释说明). In contrast, the reading passage _____ (阅读第二个分论点)

Finally, the speaker raises the issue that _____ (听力第三个分论点), which was simply noted as _____ (阅读第三个分论点) in the reading.

To sum up, based on thorough analysis of the whole situation (the nature of the reasons in the reading, the speaker disagrees with the reading passage completely.