

# TPO1

范文:

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.

## TPO2 (ETS 满分版)

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.

Rating annotation:

Once you can read past what seem to be the results of poor typing, this Benchmark 5 does an excellent job of presenting the points about the contribution and recognition of group members as well as about speed of group decisions. The final paragraph contains one noticeable error ("influent"), which is then used correctly two sentences later ("influential"). Overall, this is a successful response and scored within (though perhaps not at the top of) the 5 level.

## TPO3（满分范文）

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.

## TPO4（满分版）

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 the fossils show the presence of growth rings. These rings occur due to the thickening of the bone. The thickening indicates that the dinosaurs weren't 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 endotherm.

## TPO 5

The author of the reading passage proposes three theories as likely explanations of the primary function of Chaco Canyon houses, great 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.

## 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.

## 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 eco-friendly 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.

## 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 votaries that the Chevalier recorded in his memoir. She explains that because the Chevalier had a habit of recording each conversation with Voltaire immediately after they met, 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.



## 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 states that it is impractical to replace internal-combustion engines with fuel-cell engines because using the latter requires hydrogen in a pure liquid form, which is technologically challenging to both obtain and store. However, the reading argues that because hydrogen can be extracted from many resources including water, fuel cell engines powered by this infinite source of energy are an extremely attractive alternative.

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.

## 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 explain the varying pattern of sea otter decline.

## **TPO 11**

The lecturer raises several arguments to counter the reading passage's strong criticism of the 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 that 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 commissioned 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 was approved for publication by the Austen family 70 years after Jane Austen's death, suggesting that members of her extended family might have published the portrait without having actually seen her in person. Therefore, the fact that the portrait had been endorsed 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 suggests 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 older than the teenage Jane Austen.

## TPO 13

The lecturer rejects the ideas presented in the reading passage about the problems involved in the booming business of commercial fossil trading. In her opinion, the benefits of this new development outweigh its negative consequences.

The lecturer does not agree with the first point made in the reading—that private collectors keep their fossil collections away from the public. She contends that the commercial trading of fossils actually makes them available to a wider public, because everyone with a budget, such as private schools and libraries, can purchase them for study and exhibition.

The lecturer goes on to refute the claim in the reading that fossil trading business prevents scientists and public museum from benefiting from fossil finds, as these parties cannot compete with wealthy private buyers to acquire important fossils for research purpose. On the contrary, she argues, scientists themselves are the first to evaluate any important fossil before it can be sold in the commercial market at a price, so the academic community does not miss any opportunity to study privately traded fossils.

Additionally, the lecturer challenges the final downside of fossil trading mentioned in the reading. The lecturer reminds us that the damages, if any, caused by private collectors in their field operations are more than offset by the effort these individuals have made to increase the number of fossils available to the public that would otherwise remain undiscovered.

## 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, and a few that are thought to be harmful have shown no evidence of causing significant damage to the forest. So by eliminating both harmful and beneficial birds and insects, salvage logging may cause unwanted damage to the forest in the long run. The reading, however, mentions only harmful insects and the spruce bark beetle in particular. It points out that 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.

## 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, volunteers 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 indirect 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.