词汇内容的变化：换单词；换句型

The reading passage’s author is convinced that the benefits of offering four-day workweeks to employees are for individuals, companies as well as society. Yet the professor disagrees with the reading passage.

The reading passage’s author is convinced that if companies offer four-day workweeks to employees, individuals, companies as well as society can be benefited. Yet the professor disagrees with the reading passage.

Firstly, the professor **disputes** the reading’s point that the profit of the company will increase, if employees are allowed to work four days in one week. He points out that companies that accepted the four-day workweek policy have to pay not only training and medical benefits, but also fees for office space and computers, which increases their spending. As a result, it cut into their profits.

Secondly, the professor **opposes** the point made in the reading that the unemployment rate will decline. The lecturer refutes the idea completely. He even quotes that compared with employing new staff, companies are more willing to accept other options. Firstly, companies may require their workers to work overtime to make up the differences. Or, they may raise the expectation, so workers are required to work the same number of tasks within four days. Consequently, new jobs will not be provided, and employees will not be satisfied with their current jobs.

Thirdly, the reading notes that working individuals will have more free days, so they can have a higher life quality. The lecturer holds a different perspective. The professor explains that people who work four days a week are more likely to lose their jobs during an economic downturn and they are less likely to be promoted, because employers prefer people who can work five days in one week.

TPO 7：

The reading passage’s author is convinced that **there are three main reasons why** American wood companies will not gain the ecocertification. Yet the professor disagrees with the reading passage.

Firstly, the professor disputes the reading's point that American consumers won't trust the ecocertification label because of too much exposure to ads. He points out that American consumers are capable of distinguishing advertisements made by companies themselves from those made by independent certification agencies, which they are so confident in. Therefore, the consumers are willing to buy wood products ecologically certified by independent organizations.

Secondly, the professor disputes the reading point that if woods are certified, the price will increase, which may discourage consumers from buying their products. . He points out that the Americans not only care about the price, but also care about the price alone determines the decision of constumers.If the price of products is higher or lower, less than 5%, they will choose their favorites—不清楚喜欢什么

he claims that the problem happens when the price gap is significant. However, in reality, the gap is less than 5%, which attracts American consumers who value environmental protection to buy certified woods.

Because of the small gap between certified woods and non-certified woods, less than 5%, American consumers who value environmental protection are more willing to buy certified woods.

The reading finally declares that selling certification wood would become meaningless because American companies mainly serve the domestic market. There is no need to sell such products when foreign companies remain a formal selling pattern—并没有看重国际时长；. On the other hand, the professor considers that when facing international competition，domestic companies should sell the wood with certification in advance to attract more customers and build its own advantage. Otherwise, if foreign companies come to sell the certification wood earlier in the American market, domestic companies will lose the advantage.

Thirdly, the reading notes that American wood businesses let most of their produce domestic sales/the main reason why American companies do not have to gain the certification is that their target consumers are in their own country rather than other regions. The lecturer holds a different perspective. The professor explains that wood companies should apply for the certification, because foreign competitors will soon start crowding into the domestic market.

Produce—农副产品；

原因的表达方式：

The cause of

The reason for

The reason why

托福综合写作：

字数：150+ --时间问题：20mins

框架句子要熟练：

细节：--因果关系；理由的数量；+ 举例/数字；--对比关系/递进关系—worse

12+

Unfortunately – 不同意

--house fireplaces -数量少– largest – 10 fireplaces; -- more than 100 families;

Food supplies

Maize + Container;

Ceremony

Building materials; regular trash;

The reading material is convinced that the settlement of Chaco Canyon, which is called “great houses”, was used for housing people, storing food supplies and holding ceremonies. –信息顺序不要颠倒 Nevertheless, the professor doesn’t agree with the opinion.

Firstly, the professor disputes the reading’s point that the houses were used for housing people. He figures that we can barely find fireplaces in the houses. the number of fireplaces in the house can never satisfy the requirements of people that a house can hold, indicating it might not be used to house people. –关键词

Secondly, the professor opposes the point made in the reading that the houses were used to store food supplies. According to his words, there are very few containers in the “great houses”, which contradicts the assumption that they were used to store food. Besides, we can barely find maize grain in these houses, offering more evidence that the houses were not used to store food.

Finally, the reading notes that the great houses were used to hold ceremonies. The professor holds a different opinion. He explains that there were lots of construction materials found in the houses, including sand and stone. Moreover, there were also lots of regular trash. From these facts, he infers that it was not a place for ceremonies because people did not leave so much irrelevant stuff in such a spiritual place.

The reading passage's author listed three competing theories on what the "great houses" were used for. Yet the professor insists that none of the three theories is right.

Firstly, the professor disputes the reading's point that the structures were for residential use. He points out that there were few fireplaces in the houses. Even the largest house contained only 10 fireplaces., but more than 100 families lived there. Therefore, the number of fireplaces was significantly lower than the demand.

Secondly, the professor opposes the point made in the reading that food storage was the function of the houses--. The lecturer refutes the idea completely. He even quotes that neither maize nor big containers were found in the Chaco structures.

Thirdly, the reading notes that those houses were built to hold rites. However, the lecturer holds a different perspective. The professor explains that there weren't any building materials found in the buildings.

--house fireplaces -数量少– largest – 10 fireplaces; -- more than 100 families;

Food supplies

Maize + Container;

Ceremony

Building materials; regular trash;

Structure 1：assumption; theories; hypothesis

The reading passage’s author is convinced that three assumptions for great houses in xxx. Yet the professor disagrees with the reading passage.

Firstly, the professor disputes the reading’s point that the great houses were used for housing. The reading explains that the great houses can be seen in Southwest societies and Taos, New Mexico, where people lived in these houses for many years. However, the lecturer claims that the number of fireplaces was significantly lower than they were supposed to have. One example is the **largest** great house. The number of fireplaces was only **10**, but more than **100** families lived there.

Secondly, the professor opposes the point made in the reading that great houses were used for storing food, **because the size of the house was suitable for storage.** The lecturer refutes the idea completely. He even quotes that there were not any maize or maize containers in the great houses.

Thirdly, the reading notes that these houses were for holding ceremonies, because there were a great number of old materials. For example, a large number of broken pots have been found there, which were used for preparing and serving food for ceremonies. the lecturer holds a different perspective. The professor explains that some building materials were found as well. So all of these may be regular trash rather than celebrities.

None—convincing

Outside –

Inside

If 100+ --fireplace –cooking;

e.g. Largest –10 families; 100 families

So –could not be

Maize

**Traces** of maize

If –**spilled** maize on the floor; big **containers**

**Besides** broken pots; -building materials; sand stones; construction materials; --not

Regular trash –meals of construction workers; -- not for special ceremonies

The reading passage's author is convinced that archaeologists have been trying to determine how the buildings were used. Yet the professor insists that he is there is none of the arguments about the great house convincing.

Firstly, the professor disputes the reading's point that the Chaco structures were purely residential—改写. He points out that the great houses' outside look like later and many people live inside the great house/the appearance of the great house is similar to other accommodations in other regions. However, the lecturer insists that the inside of the great house does prove the residential purpose. If hundreds of people lived in the great houses, then there would have to be many fireplaces for cooking. and the lecturer cites one of the largest great houses as an example. The number of fireplaces was only for ten families, but around 100 families lived there.

Secondly, the professor opposes the point made in the reading that Chaco structures were used to store food supplies. The lecturer refutes the idea completely. He even quotes that it is unsupported by evidence because the great houses does not uncover many traces of maize or maize containers. If the great houses were used for storage, maize may be spilled on the floor and had remains of big containers.

Thirdly, the reading notes that houses were used as rite centers. the lecturer holds a different perspective. The professor explains that it contains lots of broken pots, and the pots in the pile could be regular trash. Then won't want a ceremonise.

Thirdly, the reading notes that houses were used as rite centers, because of a large number of broken pots found. the lecturer holds a different perspective. The professor explains that in addition to broken pots, a large number of building materials, such as sand and stones, were found as well, which were constructing materials, rather than for ceremonies. Besides that, broken pots may be the regular trash from construction workers, not for special ceremonies.

The reading material offered three possible usage the Chaco great houses, yet the professor doesn’t agree with the assumption.

Firstly, the reading material said the houses were for residential use because the appearance of the houses looks like apartments. But the professor disagrees. He figures that one of the largest houses only has fireplaces satisfying only ten family’s requests, yet the house could hold more than 100 families. The fireplaces found in the houses could never satisfy the people living in the house, indicating it might not be used for housing people.

Cooking

Secondly, the professor opposes the point made in the reading that the houses were used to store food supplies. The reading infers the conclusion from many grain maize that were left in the house/on the floor. But the professor says there were few containers found in the houses, nor was the spilled maize. So, he got the opposite conclusion.

Finally, the reading notes that the great houses were used to hold ceremonies because there were quantities of old materials like broken pots left in the house. The professor holds a different opinion. He explains that there are lots of construction materials found in the houses, including sand and stones. Moreover, there was also lots of regular trash. From these facts, he infers that the pots might be used by the construction workers rather than be used for ceremonies.

The reading passage's author listed three competing theories on what the "great houses" were used for. Yet the professor insists that none of the three theories is right.

Firstly, the professor disputes the reading's point that the structures were for residential use. He points out that inside the houses there were few fireplaces, which were used for cooking. Even the largest house could provide fireplaces for only about 10 families.—100 families

Secondly, the professor opposes the point made in the reading that food storage was the function of the houses. The lecturer refutes the idea completely. He even quotes that neither spilled maize on the floor nor big containers were found in the Chaco structures.

Thirdly, the reading notes that those houses were built to hold rites. However, the lecturer holds a different perspective. The professor explains that the pots in the pile could be regular trash like those in the mound at Pueblo Alto. Therefore， the Chaco great houses could be trash heaps just like the mound.—混淆了

The reading material doubts about the accuracy of the memoir written by Chevalier, which is also a valuable historical source. Yet the professor disagrees with the opinion to deny the accuracy of the memoir.

Firstly, the reading mentions that Chevalier borrowed money from a merchant when he was in Switzerland, which contradicts the claim in the memoir that he was really wealthy and spent a lot in parties and gambling. The professor explains that it took time for Chevalier to change his assets into money, and during this time he needed to borrow huge amounts of money for his entertainment. His assets was really valuable, you can’t deny the wealth he had only because he didn’t have too much cash.

Secondly, the reading material doubted about the accuracy of the conversation between himself and Voltaire. He wrote the memoir many years after the conversation. nobody can remember every details after such a long time. Yet the professor figures that Chevalier had tried his best to recall everything he could recall, and he could also infer the details from his formal journals.

Finally, the reading material mentions that the statement that Chevalier escaped from the prison by himself could be fake, it just aimed to attract more readers. Actually, he was saved by his friends. The professor notes that there were some people？？ who has more powerful friends than Chevalier’s friends, but they still failed to escape from the prison. Besides, a local journal once mentioned that the ceiling of the prison was repaired 不清晰, meaning it might be destroyed when Chevaliers escaped, which coincides to what he wrote in the memoir.

The reading passage’s author is convinced that Chevalier distorted or invented many events in the memoir to make his life seem more exciting and glamorous than it really was. Yet the professor insists that Chevalier's memoir is pretty accurate overall.

Firstly, the professor disputes the reading’s point that in his memoir the Chevalier was very wealthy, while living in Switzerland. So, there is no need for him to borrow money if he was rich. He points out that when he ran out of cash, it usually took a few days to wait for his money, he had to borrow some cash.

Secondly, the professor opposes the point made in the reading that it is impossible to remember exact phrases many years earlier/later, so no one doubts that the Chevalier and Voltaire met and conversed. The lecturer refutes the idea completely. He even quotes that Chevalier wrote down everything he could remember after his night conversation.

Thirdly, the reading notes that Chevalier's escaped from prison. the lecturer holds a different perspective. The professor explains that the old government documents says after he ran out of the prison they repaired the room he lived, so his memoir is right.

Suspect： + n/phrase/sentence –怀疑做过这个事情

doubt ： + 怀疑没有发生；

double

The reading passage’s author notes that some critics are doubtful about Chevalier's memoir. They suspect that Chevalier invented many stories. Yet the professor insists that the memoir is true and reliable.

Firstly, the professor disputes the reading’s point that Chevalier wasn't surely very rich while living in Switzerland. He points out that Chevalier was not poor at that time. He had to borrow money just because he was temporarily short of money when his assets/property hadn't change into money/cash yet.

Secondly, the professor opposes the point made in the reading that Chevalier's record of the conversation he had with Voltaire wasn't accurate because the record was written so long after the conversation that it was unrealistic to remember exact words. The lecturer refutes the idea completely. He even quotes that the close relationship and respect for Voltaire enabled Chevalier to bear some of the details of the talk in mind.

Thirdly, the critics suspect that Chevalier's escape from the prison was due to an offered bride to his jailers. The lecturer holds a different perspective. The professor explains that Chevalier's friends weren't capable of offering a bride. What's more, the prison repaired the ceiling after Chevalier's escape, which indicates that Chevalier had escaped from the ceiling.

Accurate; reliable