

The developing country has nothing. Invite students from the developed country to give the items one by one to the developing country. This represents foreign aid that the developed country is giving to the developing country. Ask the class to brainstorm potential positive and negative effects of providing each type of foreign aid. Record the effects in the chart below or in a similar one on the board.

Foreign Aid	Positive Effect	Negative Effect
Money		
Seeds		
Immunization Programs		
Food		
Education		
Fertilizer		
Tools		

Here are some questions to assist you in brainstorming ideas.

1. Money: Who is going to receive the money? How will it be spent?
2. Food: Will customers buy rice from local farmers when free rice is available? What will happen to the income of local rice farmers when free rice is made available? How will this affect the overall economy?

Integrated Writing Skill 1



Understanding the Integrated Essay

The Contrast Essay

In the Integrated Writing Task, you have three minutes to read and take notes on a 250- to 300-word passage on an academic topic. Following this, listen to and take notes on a two- to three-minute lecture on a related topic. Afterward, summarize the main points in the lecture and show how they oppose or support the facts outlined in the reading. You have 20 minutes to write your essay, which should be between 150 and 225 words.

Read the passage in three minutes. Take notes on the main points.

Test Example

Directions: In this test, 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.

TOEFL Writing

Question 1 of 1

Question: Summarize the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage.

Foreign Aid

Foreign **aid** involves a wide **range** of support, including food, monies, or medical supplies for impoverished countries. It assists in both long-term development

Question 1 of 1

with educational programs and short-term relief in the event of natural disasters such as drought and famine. It is a system that has saved lives, increased independence, and improved economic growth in underdeveloped nations on a global scale. First, foreign aid saves lives. With the US donating less than 1 percent of its gross national product, it saves more than 3 million lives a year by **implementing** immunization programs. Combined aid from various countries, including education about agricultural methods and improved seeds, has helped to feed an additional 1 billion individuals worldwide. Foreign aid from all sources has allowed for a **dramatic** rise in life expectancy in the typical poor nation, from 48 to 68 in the past 40 years. Second, foreign aid provides the needy with the tools they require to become independent and economically viable nations. For example, support in the form of high-yield seeds and fertilizers to India allowed the country to escape famine and become a rising world power. In fact, its current economic growth is **estimated** at 9.4 percent per year. Likewise in Bangladesh, government aid to improve rural **infrastructure** with road-building **projects** has provided both employment and improved access to markets for farmers. While once completely dependent on foreign assistance and food imports, Bangladesh is now **virtually** self-sufficient in rice production and a **major** agricultural **exporter**. The country has experienced an average economic growth rate of 5 percent annually over the past 10 years. Listen and take detailed notes on the three main points in the lecture. You will only hear the lecture once.



Lecture Transcript

CD 2, Track 4

Narrator: Now listen to part of a lecture on a topic you just read about.

Professor: OK. So today we'll be looking at foreign aid and some of the reasons why it just doesn't work.

So first, foreign aid fails to save countless lives due to government corruption and the misuse of funds. For instance, 75 percent of all aid delivered to Bangladesh has been lost to corrupt politicians. And the same thing happens in Africa. Dishonest practices drain around \$150 billion in aid money every year. I'm sure you're all familiar with corrupt African leaders like Mobutu in Zaire. The guy didn't seem to care that people were starving as long as he had his well-stocked Swiss bank account and fleet of luxury automobiles.

And because aid is not offered directly to the poor but almost always involves a monetary transfer to the country's central government, they often use it to serve their own purposes. For example, they might enlarge their civil service or expand the military. And if any money is reserved for the poor, it has to pass through so many levels of bureaucracy that there is often very little left to promote development or reduce poverty.

Second, foreign aid encourages dependence on developed countries. In particular, the practice of dumping large quantities of food on Third-World nations drives down local prices. This creates a situation where farmers cannot sell their produce, thus creating more poverty and a vicious cycle of requiring additional aid and an increased dependence on foreign assistance.

Finally, foreign aid does not promote economic growth. While the world has donated more than \$2.3 trillion in aid money to underdeveloped nations, it appears to have had little direct impact. For instance, in Africa, even after receiving half a trillion dollars from Western governments, the country is currently worse off. In Egypt, the second largest beneficiary of US foreign aid, extreme poverty has remained constant. In contrast, China with 2000 percent less financial assistance has cut their extreme poverty in half. It appears that a free-trade economy succeeds where foreign aid fails.

Side-by-side Note-taking

Draw a line down the middle of your page. Take reading notes on the left and listening notes on the right. Afterwards, use arrows to connect points from the lecture to related points in the reading. Underline points you plan to include.

Sample Response

Reading	Listening
<p>1. For. aid = support, \$ med. supplies poor count.</p> <ul style="list-style-type: none"> • long-term devel.: education • short-term relief ← disasters <p>2. Saved lives, ↑ indep. & econ. growth underdevel. nations</p> <ul style="list-style-type: none"> • Saves lives <ul style="list-style-type: none"> • US < 1% GNP save 3M annually immunization • Combined aid = education re agricul. methods & ↑ seeds ⇒ feed + billion wrld. • Aid all sources ⇒ ↑ life expect. 48 ⇒ 68 <p>3. For. aid prov. needy w/ tools to be indep. & econ. viable nations</p> <ul style="list-style-type: none"> • support: seeds & fertilizers to India = escape famine • now ↑ world power w/ econ. growth @ 9.4% yr. • Bangladesh aid ↑ infrastructure w/ road building ⇒ employment & ↑ access farmers <p>4. b/f dependent, now self-sufficient in rice produc. & exporter.</p> <p>5. growth = 5% annually</p>	<p>1. For. aid = X work</p> <ul style="list-style-type: none"> • X save lives ⇐ gov. corrupt. & misuse \$ • 75% aid to Bangladesh ⇒ corrupt politic. • Africa, X honest practices ↓ \$150 billion/yr. • Leaders = Swiss banks + lux. autos • Aid X to poor. ⇒, gov. use for own purpose <ul style="list-style-type: none"> • civil service or ↑ military • if \$ for poor—pass through levels bureaucracy X much left for devel. or ↓ poverty <p>2. For. aid ⇒ dependence on devel. countries</p> <ul style="list-style-type: none"> • dumping food 3rd wrld nations ⇒ ↓ local prices + farmers X sell produce ⇒ ↑ poverty ⇒ situation: need ↑ aid • ↑ dependence on foreign assistance <p>3. For. aid X ⇒ econ. growth.</p> <ul style="list-style-type: none"> • wrld. → > \$2.3 trillion to underdevel. ⇒ X effect • Africa + ½ trillion from West ⇒ worse off • Egypt = 2nd largest beneficiary US aid = extreme poverty = constant • X China w/ 2000% ↓ aid, cut poverty in ½ • free economy succeeds where for. aid fails.

The Integrated Writing Essay Checklist

1. Do not look at the sample essay. Use the Integrated Essay Checklist to write your own 150- to 225-word essay. Because you are learning, take 60 minutes instead of 20 minutes to write your essay.
2. After you hand in your essay, review the sample essay. Notice the use of transitions (**highlighted**) to identify the connections between ideas and citation language (**underlined**) to cite information from both sources. Note the verb for contrast (**bolded**) in the thesis statement.

Integrated Essay Checklist ✓

1. Introduction

- Topic of listening ____
- Whether it supports or contradicts reading ____

The professor discusses...

The information she presents **is in direct contrast to** facts outlined in the reading.

2. Body

- 1) Listening Main Point 1 ____
First, the lecturer mentions that...
 - detail ____
- 2) Corresponding point in reading ____
On the other hand, according to the reading...
- 1) Listening Main Point 2 ____
Second, the speaker states that...
 - detail ____
- 2) Corresponding point in reading ____
However, the reading specifies that...
- 1) Listening Main Point 3 ____
Third, the professor points out that...
 - detail ____
- 2) Corresponding point in reading ____
In contrast, the reading makes it clear that ...

3. Conclusion (optional)

- 1) Restate listening main points ____
- 2) Restate whether these points support or contradict the reading ____

Sample Essay: 255 words

The professor discusses foreign aid and why it has proved unsuccessful. The information she presents **is in direct contrast to** facts outlined in the reading.

First the lecturer mentions that aid to underdeveloped nations fails to save lives because it is often lost to government corruption. She cites the examples of Bangladesh and Africa where a large proportion of aid is used inappropriately on civil service, military expenditures, or even for personal use. On the other hand, according to the reading, aid saved a billion lives through education and improved seeds and millions more through immunization programs.

Second, the speaker states that foreign aid increases dependence on the developed world. In particular, she describes how delivering free food actually intensifies suffering for local farmers, who cannot sell their produce. This increases their need for economic assistance, therefore making them more dependent on the developed world. However, the reading specifies that foreign aid provides Third-World nations with the means to become independent. For example, the reading includes information about how aid money enabled Bangladesh farmers to provide enough rice to feed the entire country.

Third, the professor points out that foreign aid does not contribute to economic growth. She explains that even though underdeveloped countries have received more than \$2 trillion in aid, there has been no change in their poverty level. In fact, she indicates that the African economy is more depressed now than before it started receiving foreign assistance. In contrast, the reading makes it clear that India and Bangladesh are both experiencing healthy economic growth.



Summary Chart

Integrated Writing Task

Timing	<ul style="list-style-type: none"> • Three minutes to read a 250- to 300-word academic passage • Two to three minutes to listen and take notes on a short lecture • 20 minutes to write the essay
Reading /Lecture Combinations	<ul style="list-style-type: none"> • The reading is typically developed with three main points. • The lecture is generally developed with three main points that either support or cast doubt on the information in the reading.
Example Questions	<ul style="list-style-type: none"> • Summarize the main points in the lecture, explaining how they cast doubt on points made in the reading (most common question). • Summarize the main points in the lecture, being sure to specifically explain how they strengthen points made in the reading passage.
How to Respond	<ol style="list-style-type: none"> 1. Read and take notes <ul style="list-style-type: none"> • Know that the reading will reappear on the computer screen as you write the essay; therefore, you can refer to it later if required. • Skim the reading to determine the three main points. Write these down on the left side of your side-by-side notes with ample space in between to note main supporting details. Note these details as you read. • Determine whether the reading is for or against a specific idea. 2. Listen and take notes <ul style="list-style-type: none"> • You will only hear the lecture once and will not be able to refer to it later. Therefore, take accurate and detailed notes. • Figure out if the listening passage supports or contradicts the reading. • Listen for and take notes on the three main points and supporting details that either strengthen or cast doubt on the reading. Number these points. 3. Prepare <ul style="list-style-type: none"> • Read and listen to the question. Are you being asked to show how the lecture supports or contradicts the reading? • Draw arrows connecting main points from the listening to related points from the reading. • Make an outline as follows on paper or directly onto the computer screen: <ul style="list-style-type: none"> • Introduction: Topic of listening passage and whether it supports or contradicts topic of reading passage. • Listening main point 1 <ul style="list-style-type: none"> • Details • Corresponding point from the reading with relevant detail • Listening main point 2 <ul style="list-style-type: none"> • Details • Corresponding point from the reading with relevant detail

	<ul style="list-style-type: none"> • Listening main point 3 <ul style="list-style-type: none"> • Details • Corresponding point from the reading with relevant detail • Conclusion: Summary or the introduction and main points (optional) <p>4. Write</p> <ul style="list-style-type: none"> • Paraphrase and summarize information from both the listening and the reading. You will receive a zero score if a large part of your essay is copied from the reading passage. Furthermore, you will receive a score of 1 if you do not include any information from the listening passage. • Use citation language to cite information from both the reading and the lecture. • Write at least 150–225 words so that you can adequately develop your essay. • Use transitions to connect your ideas. • Leave three to five minutes at the end of your writing time to edit your essay. • Practice using the Integrated Essay Checklist on page 123.
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Integrated Writing Skill 2



Writing the Contrast Essay



Pre-reading: Activating Background Knowledge

Your class will split into two teams. One team brainstorms the benefits of drinking alcohol, and the other brainstorms the risks and hazards. Team members brainstorm for five minutes at their desks and then join together to create a group list at the board. Afterward, partners discuss the following question.

Do you think drinking alcohol is beneficial or hazardous to your health? Why?

2W1 Skimming

What are the three main points in the following passage?

Side-by-side Note-taking: Noting Main Points in the Reading Passage First

Draw a line down the middle of your page. Take reading notes on the left and listening notes on the right. After skimming the reading, write down the three main points with ample space between them. Fill in main supporting details as you read. Compare your notes with those your instructor takes on the board.

Read the passage. You have three minutes. Remember, you can refer to this reading as you write.