

## ► Step 1

Read the following passage. Then look at the note diagram and fill in the missing information.

Many metropolises today face a severe problem in terms of air pollution and overcrowded streets, roadways, and bridges. One powerful public policy tool that can remedy this problem is called congestion pricing. In short, congestion pricing is a system by which motorists pay a fee to use certain roads, bridges, and tunnels during peak times of the day. In other words, a motorist who wants to use a busy street during rush hour will now have to pay a fee to do so. There are three advantages to this policy.

First, congestion pricing gets more people to use public transportation. By raising the cost of using the roadways, individuals are encouraged not to drive. Instead, they are encouraged to find alternative means of transportation such as mass transit (trains, buses, subways), biking, and walking. Getting more individuals to give up driving and start using public transportation will thereby reduce air pollution from vehicle emissions.

Second, congestion pricing, by taking more cars off the roadways, means faster commuting times for everyone. Drivers that decide to pay for the right to drive during peak periods will face less traffic and can reduce the time spent in their daily commute. Similarly, with less overall congestion, buses will also be able to reach their destinations more quickly.

Third, congestion pricing is essentially an equitable solution that will benefit the majority. This policy will only punish those who choose to pollute the air. By increasing the cost to pollute, more people will choose not to; therefore, everyone will benefit with cleaner air.

**metropolis:**

city

**overcrowded:**

a larger quantity of people than is wanted

**remedy:**

to solve

**congestion:**

the state of being crowded with people or vehicles

**motorist:**

the driver of a motor vehicle

**thereby:**

because of; by means of

**emission:**

a substance that is sent out into the air

**equitable:**

fair for all people involved

**Main idea:** There are three advantages of using \_\_\_\_\_ to control pollution and congestion.

**Key point 1:** It will make more people use \_\_\_\_\_ because they will not want to drive.

**Key point 2:** It will make \_\_\_\_\_ faster for everyone by taking cars off the road.

**Key point 3:** It will benefit \_\_\_\_\_ because it only punishes people who \_\_\_\_\_.

## ► Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with keywords or key phrases used in the lecture. **Track 233**

<b>Main idea:</b>	Congestion pricing is not the _____ _____ for reducing congestion and pollution.	<b>policy:</b> a plan or set of rules made by an organization or company
<b>Key point 1:</b>	It may not make _____ public transportation because many public transportation systems are not good enough.	<b>advantage:</b> a benefit of something
<b>Key point 2:</b>	It will not result in faster _____ _____ because buses will be too crowded.	<b>extensive:</b> large in size or scope
<b>Key point 3:</b>	It will not benefit _____ because many people do not have any other choice.	<b>polluter:</b> a person or thing that causes pollution
		<b>proponent:</b> a person that supports a set of ideas
		<b>implement:</b> to begin to use the ideas in a plan
		<b>penalize:</b> to punish someone
		<b>affordable:</b> inexpensive

## ► Step 3

Review your notes from both the reading and the lecture. Pay attention to the main ideas and supporting details. Using the information from your notes, complete the following outline.

### Introduction:

Main topic: \_\_\_\_\_

Main idea of the reading passage: \_\_\_\_\_

Main idea of the lecture: \_\_\_\_\_

**Body:**

Key point 1: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_

Key point 2: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_

Key point 3: \_\_\_\_\_

Supporting information from the reading passage: \_\_\_\_\_

Supporting information from the lecture: \_\_\_\_\_

**Conclusion:**

Summary: \_\_\_\_\_

**▶ Step 4**

**Use the main ideas and details from Steps 1, 2, and 3 to complete the passage. Include information from both the reading and the lecture.**

The lecture and the passage both discuss congestion pricing, a policy that \_\_\_\_\_ people for driving during busy times of the day. While the passage says that congestion pricing is \_\_\_\_\_, the lecturer argues that it is not a good idea.

According to the passage, the policy \_\_\_\_\_ people to use public transportation instead of cars, which will lead to less \_\_\_\_\_. The lecturer points out that in some cities, buses do not go to all neighborhoods. As a result, many people will not be able to get around. Next, the passage claims that it makes travel \_\_\_\_\_ because it \_\_\_\_\_ traffic. However, the lecturer \_\_\_\_\_ that commute times will increase. Lastly, the passage states that congestion pricing is \_\_\_\_\_ and beneficial to everybody. The lecturer shows that the policy puts additional \_\_\_\_\_ stress on drivers who do not have a lot of extra money.

There are many issues surrounding congestion pricing. The lecture and passage both \_\_\_\_\_ some of the issues.



# Writing

## Chapter 1 Organizing Information

### 01 Urban Planning

**M:** Many people talk about congestion pricing as the best solution to the problems of overcrowding and pollution in our cities. Well, while the policy has its advantages, by itself it is not the best solution and does not live up to its promises. Let me explain why.

First of all, congestion pricing will not necessarily encourage more people to use public transportation. This is because, in many cities, the public transportation systems are not extensive enough to meet increased demand. In other words, buses and subways don't go to every neighborhood, and that means that even if you don't want to drive your car, you have no choice because there's no public transportation in your neighborhood. That's a problem.

A second point I would like to make is that congestion pricing will not automatically result in faster commutes like proponents say it will. It doesn't mean that you can get to and from work in less time. This may be true for some people, but more than likely, once your city implements congestion pricing, you will actually spend more time going to and from work. Why? Well, because, as more people use public transportation, trains and buses get more crowded. That means you wait longer before you can even get on the bus or train.

Third, congestion pricing will not benefit everyone. It's not that simple. Sure, some people will choose to drive to work because it is more convenient. And congestion pricing will certainly tax those individuals for driving. But what about the individuals who have no other choice? Many workers cannot afford to live in the city or near public transportation lines because housing in those areas is too expensive. Those individuals must drive to work, and many of them are from poor neighborhoods and have low-paying jobs. Congestion pricing will penalize them—force them to pay a much larger part of their budget for transportation and pollution. That is simply not a fair policy, and it certainly doesn't benefit everyone. A better policy would be to expand public transportation, to build affordable housing closer to jobs, and to encourage businesses to allow

more employees to work from home. Those are more effective long-term solutions that would get more cars off the streets and reduce pollution.

### 02 History

**W:** Now, there are many scholars who doubt that the treasure of the Copper Scroll is real; however, there is enough evidence to suggest that those scholars are wrong, and the treasure listed in the scroll may still be out there in the Israeli desert waiting to be found.

First of all, the difficult language used in the scroll suggests that it describes a real treasure. Traditional treasure stories from ancient Israel used colorful poetic and religious language. The Copper Scroll, on the other hand, is written with a highly technical vocabulary. In fact, the vocabulary is very difficult for modern scholars to read because it is unlike anything they have ever seen before. Using technical language seems a very strange way to tell a story that is supposed to be passed on from generation to generation. So it probably isn't a story: it's real.

Second, the treasure the scroll describes is not necessarily as large as some people think and that means it is more likely to be real. The treasure is described using an ancient measurement called a "talent." Now, in ancient times, money was different in different areas, so the measurement of one talent could mean a large amount in one region and a small amount in another region. Confusing, yes, but that was what it was like in the ancient world. What it tells us is that the treasure may be much more modest than we first thought. In that case, it very well could have been the treasure of the Temple. And historical records suggest that the ancient Israelites hid the Temple's treasure during a time of political upheaval.

Finally, although there are many challenges in finding ancient treasure, it would not be impossible to find the treasure listed on the copper scroll. One reason is that the scroll talks about a second scroll, a silver scroll, which gives more detailed directions to each of the different treasure locations. If someone could find that silver scroll, they would have better directions to the treasure. So, it would not be impossible to find the treasure just because the directions contained in the Copper Scroll are not entirely clear to modern scholars.