

# TOEFL Prep

## Writing Session 1



# Writing Task 1

## How The TOEFL Ibt® Test Measures Writing Skills?

In the 30-minute Writing section, the TOEFL IBT test measures these writing skills by means of 2 distinct tasks.

1. **Integrated Writing Task** (20 minutes): read a short passage, listen to a short lecture, and then write in response to what you have read and listened to.
2. **Writing for an Academic Discussion** (10 minutes): read instructions, question, and discussion, then respond to or build on ideas expressed in the other text by clearly stating or elaborating on a position or an argument.



# Writing Task 1

## The Integrated Writing Task

- Displays a 230 to 300-word reading passage for 3 minutes
- Follows with a 2-minute recording (230 to 300 words) by a speaker who discusses the same topic from a different perspective and contributes additional information

**Among other possibilities, it may include one of the following:**

1. A reading passage that presents a point of view or a reason for taking or not taking an action; a listening passage that challenges the points made
  2. A reading passage that describes the problem; a listening passage that supports and gives instances of the problem
- Redisplays the reading passage and presents a writing prompt/question
  - Allows 20 minutes for writing and revising the response to the question



# Writing Task 1

## Important Instructions for Test takers

- Read and take notes on the first passage
- Listen to and take notes on the second passage
- Respond to a prompt in 150 to 225 words explaining, for example, how:
  1. The listening passage undermines the points made in the reading
  2. To solve or overcome the problems described in the reading
- Not be penalized for writing a longer response



# Writing Task 1

## Scoring Criteria

The Writing rubrics are scaled on a range of **0 to 5**.

- Effectively addresses the points from the lecture and the reading passage
- Is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details
- Displays unity, progression, and coherence
- Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors

*Note:* May have some minor language errors, such as in grammar, punctuation, spelling, or word form or usage. These do not, however, affect the overall clarity of the writing. Neither do they confuse the reader about the content and meaning of the passages



# Writing Task 1

## Skills For Integrated Writing Tasks

In integrated writing, you need to understand both listening and reading passages, and then establish the relationship between the two. Following are some useful skills.

**Note-taking:** It is beneficial for you to write down important discussions. These notes can be used when writing key ideas while listening to class lectures or conversations.

**Outlining:** An outline is a visual plan that helps you organize and present ideas logically. It also helps show the connections among ideas.

**Paraphrasing:** A paraphrase is a restatement of part of a reading or listening passage in your own words. It is usually shorter than the original.



# Writing Task 1

**Citing:** If you use someone else's words or ideas - either paraphrasing or quoting them directly - then it is important to cite the author's name or the title of the work and a page number.

**Connecting/linking:** Transitional words or phrases help you connect ideas. This is like building bridges between sections of writing. Readers are then able to better understand the writers' ideas.

**Summarizing:** When you take the main points from listening or/and reading passages and concisely explain them, without details, you are summarizing.

**Let's apply this in one Integrated task**



# Writing Task 1

## Reading Passage:

**Reading Time:** 3 minutes

In an effort to encourage ecologically sustainable forestry practices, an international organization started issuing certifications to wood companies that meet high ecological standards by conserving resources and recycling materials. Companies that receive this certification can attract customers by advertising their products as “eco-certified.” Around the world, many wood companies have adopted new, ecologically friendly practices in order to receive eco-certification. However, it is unlikely that wood companies in the United States will do the same, for several reasons.

First, American consumers are exposed to so much advertising that they would not value or even pay attention to the eco-certification label. Because so many mediocre products are labeled “new” or “improved,” American consumers do not place much trust in advertising claims in general.

Second, eco-certified wood will be more expensive than uncertified wood because in order to earn eco-certification, a wood company must pay to have its business examined by a certification agency. This additional cost gets passed on to consumers. American consumers tend to be strongly motivated by price, and therefore they are likely to choose cheaper uncertified wood products. Accordingly, American wood companies will prefer to keep their prices low rather than obtain eco-certification.

Third, although some people claim that it always makes good business sense for American companies to keep up with the developments in the rest of the world, this argument is not convincing. Pursuing certification would make sense for American wood companies only if they marketed most of their products abroad. But that is not the case—American wood businesses sell most of their products in the United States, catering to a very large customer base that is satisfied with the merchandise.





# Writing Task 1

**Directions:** Read the transcript

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

## **Professor**

Well, despite what many people say, there's good reason to think that many American wood companies will eventually seek eco-certification for their wood products. First off, consumers in the United States don't treat all advertising the same. They distinguish between advertising claims that companies make about their own products and claims made by independent certification agencies. Americans have a lot of confidence in independent consumer agencies. Thus, ecologically minded Americans are likely to react very favorably to wood products ecologically certified by an independent organization with an international reputation for trustworthiness.

Second point—of course it's true that American consumers care a lot about price—who doesn't? But studies of how consumers make decisions show that price alone determines consumers' decisions only when the price of one competing product is much higher or lower than another. When the price difference between two products is small—say, less than five percent, as is the case with certified wood—Americans often do choose on factors other than price. And Americans are becoming increasingly convinced of the value of preserving and protecting the environment.

And third, U.S. wood companies should definitely pay attention to what's going on in the wood business internationally, not because of foreign consumers, but because of foreign competition. As I just told you, there's a good chance that many American consumers will be interested in eco-certified products. And guess what, if American companies are slow capturing those customers, you can be sure that foreign companies will soon start crowding into the American market, offering eco-certified wood that domestic companies don't.



# Writing Task 1

**Directions:** Give yourself 20 minutes to plan and write your response. Your response is judged on the quality of the writing and on how well it presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words. You may view the reading passage while you respond.

**Response time:** 20 minutes

**Question:** Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.



# Writing Task 1

Reading Passage	Counterpoint made in the lecture
<ul style="list-style-type: none"><li>• Because American consumers have come to distrust frequently used advertising claims such as ‘new’ or ‘improved,’ they won’t pay attention to or trust the eco-certified label.</li></ul>	<ul style="list-style-type: none"><li>• American consumers do pay attention to claims about products when those claims are made by independent consumer agencies.</li></ul>
<ul style="list-style-type: none"><li>• Since eco-certification adds to the cost of a product, Americans would be unlikely to buy eco-certified products and would choose cheaper, uncertified products.</li></ul>	<ul style="list-style-type: none"><li>• This is true only if there is a big price difference between two similar products; if an eco-certified product costs only about five percent more, American consumers would accept this in order to buy the product that is better for the environment.</li></ul>
<ul style="list-style-type: none"><li>• Because American companies sell their products mainly in the U.S., they do not need to compete in the rest of the world where eco-certification is desired by consumers.</li></ul>	<ul style="list-style-type: none"><li>• American companies must be ready to compete with foreign companies that will soon be selling eco-certified products in the U.S. market.</li></ul>



# Writing Task 1

**Outlining:** An outline is a visual plan that helps you organize and present ideas logically. It also helps show the connections among ideas.

Paragraph 1: Introduce the main point from the lecture and the reading passage.

Paragraph 2: Compare note 1 from the reading passage with note 1 from the lecture

Paragraph 3: Compare note 2 from the reading passage with note 2 from the lecture

Paragraph 4: Compare note 3 from the reading passage with note 3 from the lecture

Conclusion: Optional\*\*\*



# Writing Task 1

**Paraphrasing:** A paraphrase is a restatement of part of a reading or listening passage in your own words. It is usually shorter than the original.

Reading Passage and Lecture	Paraphrasing
<p>Reading: Critics say that current voting systems used in the United States are inefficient and often lead to the inaccurate counting of votes. Miscounts can be especially damaging if an election is closely contested. Those critics would like the traditional systems to be replaced with far more efficient and trustworthy computerized voting systems.</p> <p>Professor: While traditional voting systems have some problems, it's doubtful that computerized voting will make the situation any better.</p>	<p>The lecturer disagreed with the article's opinions; using computerized voting systems is not a better solution and explained why the computerized voting system cannot replace the traditional voting system. Here are the following three reasons.</p>



# Writing Task 1

**Citing:** If you use someone else's words or ideas - either paraphrasing or quoting them directly - then it is important to cite the author's name or the title of the work and a page number.

Example: It is rightly said by (Name of the author)

It is aptly mentioned in the (Name of the book/Novel)

**Connecting/linking:** Transitional words or phrases help you connect ideas. This is like building bridges between sections of writing. Readers are then able to better understand the writers' ideas.

A paragraph without Linking words	A paragraph with Linking words
Computers may make mistakes as people do. Computers are programmed by human beings, errors are inevitable in the computer system. Problems caused by computer voting systems may be more serious than those caused by people. A larger number of votes might be miss counted or even removed from the system. It would take more energy to recount the votes. This contradicts what is mentioned in the reading passage which states that only people will make mistakes in counting.	Secondly, computers may make mistakes as people do. As computers are programmed by human beings, thus errors are inevitable in the computer system. Problems caused by computer voting systems may be more serious than those caused by people. A larger number of votes might be miss counted or even removed from the system. Furthermore, it would take more energy to recount the votes. Again, this contradicts what is mentioned in the reading passage which states that only people will make mistakes in counting.



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# Writing Task 1

**Summarizing:** When you take the main points from listening or/and reading passages and concisely explain them, without details, you are summarizing.





# Writing Task 1

## Class Assignment

### Integrated Writing Section Directions

The Writing section measures your ability to use writing to communicate in an academic environment.

#### Question 1:

First, you will read a passage about an academic topic. In the actual test, you will have 3 minutes to read it. Then you will listen to a lecture about the same topic.

When the lecture has ended, you can start writing your response. In the actual test, you will have 20 minutes to write. In your response, provide a detailed summary of the lecture and explain how the lecture relates to the reading passage. While you write, you will be able to see the reading passage again. You should try to make your response as complete as possible using information from the lecture and the reading passage.

Typically, an effective response will have **150 to 225 words**. Your response will be evaluated on the quality of your writing and on the completeness and accuracy of the content.



# Writing Task 1

## Reading Time - 3 minutes

Research data show that multi-age play groups are common in simple societies made up of communities with fewer than 1,500 people. In contrast, complex industrial societies are more likely to have same-age peer groups that are made up of children who are equal in age.

In most of the world's traditional, non-Western cultures, children play in groups with others of different ages. Multi age play groups consist of six or more children of both genders, ranging in age from late infancy to adolescence. In multi-age groups, younger children have the opportunity to learn language, survival skills, and games from children ahead of them in the process of development. The older children get experience in teaching what they know and a chance to feel important and responsible.



# Writing Task 1

In Western culture, on the other hand, parents and teachers generally believe that it is best for children to study and play with other children of the same age. Thus, same-age peer groups are the norm for children both in and out of school, and at all ages, including infancy. Peers play an important positive role in children's socialization because peers are both equals and competitors. In childhood and adolescence, peers are usually friends, and peer groups build friendship, tolerance, and cooperation. Peers are status equals in terms of power, they can tease and tolerate each other without the intervention of adults. With peers, children create worlds of meaning in which they become active agents in their own socialization. Same age peer groups promote cooperation and group identity. They also promote the learning of competitive strategies that are healthy and necessary for survival in a competitive society.



# Writing Task 1

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.

**Summarize the points made in the lecture, explaining how they illustrate points made in the reading.**



# Writing Task 1

## Question 2:

First, you will read a passage about an academic topic. In the actual test, you will have 3 minutes to read it. Then you will listen to a lecture about the same topic.

When the lecture has ended, you can start writing your response. In the actual test, you will have 20 minutes to write. In your response, provide a detailed summary of the lecture and explain how the lecture relates to the reading passage. While you write, you will be able to see the reading passage again. You should try to make your response as complete as possible using information from the lecture and the reading passage.

Typically, an effective response will have **150 to 225 words**. Your response will be evaluated on the quality of your writing and on the completeness and accuracy of the content.



# Writing Task 1

## Reading Time - 3 minutes

Individuals who are especially talented in solving problems that involve an understanding of space are said to have visual-spatial intelligence. Typically, visual-spatial intelligence involves several related capacities, such as the ability to perceive patterns, the ability to create mental imagery and to transform that imagery, and the ability to draw a picture or map of spatial information. These abilities are independent of one another and may develop separately. The use of one visual-spatial ability may reinforce the use of others.

Individuals call upon visual-spatial intelligence in the recognition of objects, both when the objects are seen in their original setting and also when some part of the original setting has changed. Visual-spatial skills are utilized when an individual works with graphic depictions - two-dimensional or three-dimensional versions of real-world scenes - as well as other symbols, such as maps, diagrams, or geometrical forms.

Visual-spatial intelligence is a valuable asset in any society. In some occupations, it is essential for example, for a sculptor, a chess player, an athlete, or a mathematical topologist.



# Writing Task 1

Individuals with visual-spatial intelligence will notice immediately when a building, painting, or face is not symmetrical. They are skilled at taking things apart and putting them back together again. They love to play games. They have a visual memory, but this memory is abstract rather than pictorial - a kind of geometrical memory. They can mentally rotate complex forms and can draw whatever object they see, usually after seeing the object for only a short time. Visual-spatial intelligence can be seen in the athlete's ability to judge almost perfectly the angle needed to score a goal in hockey or a basket in basketball.



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Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.

**Summarize the points made in the lecture, explaining how they illustrate points made in the reading.**







*Thank you*