

The background features a teal-to-blue gradient with a starry texture. On the left side, there are several circular elements: a large scale with numerical markings from 140 to 260, and several smaller circles with arrows indicating clockwise or counter-clockwise rotation. The main title is positioned on the right side of the image.

INTEGRATED TOEFL WRITING

SHAYESTEH.IR

2021

SECTIONS

1. General & Vocabulary
2. Note Taking
3. Reading
4. Listening
5. Speaking
6. Writing
 1. General Writing
 2. Integrated
 3. Independent

7. General writing
 1. Writing Ideas
 2. Cohesion & Coherence
 3. Writing Sentence variety
 4. Grammar
 5. Punctuation
 6. The magic of 3

ANALYTICAL WRITING

Task	Time Allowed	Answer Format
Integrated	20 Minutes	Short essay on an issue of general interest that clearly and carefully addresses the prompt (250-300 words)
Independent	30 Minutes	Short essay that analyzes another person's argument for validity, soundness and supporting evidence (+350 words)

ETS Integrated: <https://www.youtube.com/watch?v=sv0xWV-5u0&list=PL499345C34BF71B4C&index=1>

ETS Independent: <https://www.youtube.com/watch?v=64tsnvg-B5M&list=PL499345C34BF71B4C&index=2>

TOEFL INTEGRATED WRITING

- Here's how the TOEFL Integrated Essay works:
- It is the first writing task on the test.
- First, you will have three minutes to read an article (four paragraphs, 250-300 words) about an academic topic.
- Next, you will listen to a lecture (2-3 minutes) that opposes the main argument of the reading.
- Finally, you must write an essay (280-300 words) about the relationship between the two sources.
- You can read the article while writing your essay, but you cannot hear the lecture again.
- Note that the TOEFL no longer includes questions where the lecture **supports** the reading.

STYLES OF QUESTIONS

- Opposition Style (80% of the time)
- Problems and Solutions Style (10% of the time)
- Solutions and Problems Style (10% of the time)

<https://www.toeflresources.com/sample-toefl-essays/>

www.shayesteh.ir

QUESTION INSTRUCTION

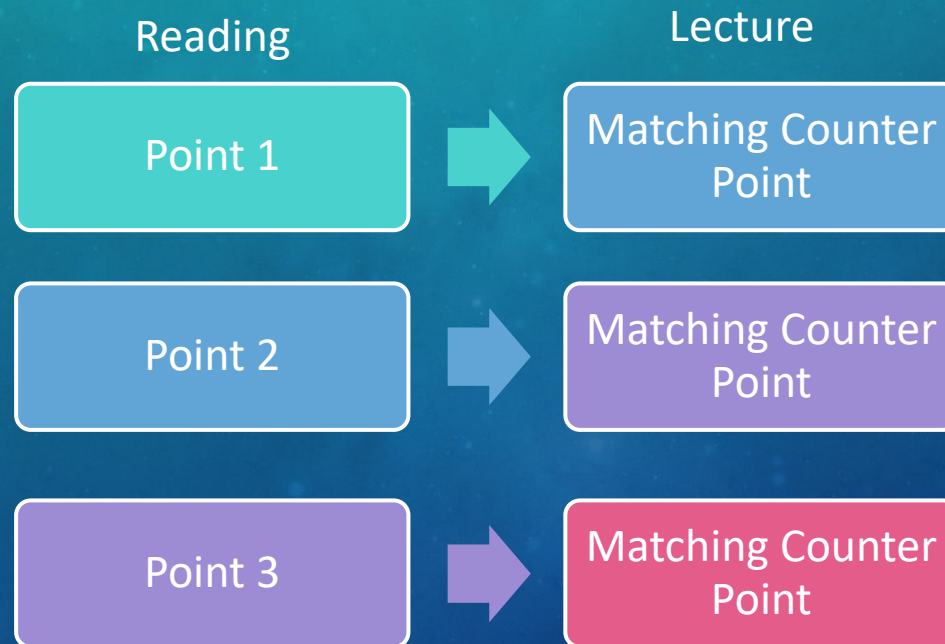
- **Question:** Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.
- <https://www.ets.org/toefl/test-takers/ibt/prepare/tests/>

UNDERSTANDING THE STRUCTURE OF THE ARTICLE AND LECTURE

- The article and lecture are structured the same way every week. The article begins with an introductory paragraph where the main topic is mentioned. Here the author describes his opinion, or states which topic he will mention has problems.
- The introduction of the article is followed by three body paragraphs. Each body paragraph contains one supporting argument (opposition style), one problem (problem and solution style), or one solution (solution and problem style).
- After a three minutes the article will disappear, and you will listen to a short lecture on the same topic. At the beginning of the lecture, you will hear the lecturer's **main idea**. Here he states the opposite of the reading's main argument, or says that there are solutions to the problems, or states that the given solutions are faulty.
- The rest of the lecture consists of three opposing arguments, three solutions, or three problems. It is important to note that these counter-points **directly challenge** the three arguments/problems/solutions mentioned in the reading. Not only that, but they are **in the same order**

TAKING NOTES

- Remember that in addition to noting the points and counterpoints, you need to get some of the additional supporting details that are mentioned with them. In the sample essay below, I'll show you some actual notes from a real question.



THIS IS ILLUSTRATED IN THE FOLLOWING IMAGE

THE READING

For hundreds of years, a civilization thrived on Easter Island, which is one of the most remote islands in the Pacific Ocean. However, sometime before the 19th century, the society on the island suffered a total collapse. The mysteriousness of the civilization's demise has given rise to a few ideas about what happened to the island and its inhabitants.

A compelling argument has attributed the civilization's ruin to an infestation of large rats. It is believed that the boats which brought the island's original inhabitants also carried rats, which were able to rapidly reproduce over the following few centuries. Since these rats mainly fed on the seeds of the palm trees which grew on the island at that time, they eventually caused major deforestation to occur. This deforestation may have caused erosion and soil loss, which in turn made it difficult for the inhabitants of the island to grow food. This lack of food may have spelled the end of the civilization on Easter Island.

A second possible cause of the civilization's decline might be internal warfare among the population. Archaeological excavations have turned up thousands of small curved blades - called mata'a in the local language - all over Easter Island. The people of the island probably used these as weapons, and the sheer number of them that have been found suggests that large-scale warfare occurred for much of the fourteenth century. As a result, long-term population decline was inevitable.

A third view points to the effects of exposure to diseases brought by visitors from Europe and South America. When large-scale contact with outsiders became extremely frequent in the 19th century, it is unlikely that the local population had biological resistance to some of the diseases they carried. It is estimated that thousands of residents may have died as a result of this. This sad effect is consistent with decline of native populations in North America that were similarly diminished by contact with outsiders several centuries earlier.

THE LECTURE

Easter Island was home to a thriving and vibrant society, so its collapse is somewhat, um, baffling. Unfortunately, none of the current explanations really resolve the question of why it declined so completely.

Let me open the discussion by challenging the theory about rats. You know, it is true that rats were found on the island and there is evidence that they consumed the seeds of palm trees. But even if the island suffered deforestation, the population there would still have had enough food to eat. Studies of human remains on the island suggest that the islanders were prodigious fishers... and that up to sixty percent of their diet came from the sea! Not only that, we have evidence that they used special rock gardens to create specific areas with rich soil, even when erosion was common. They used these gardens to grow crops like potatoes, which means that they had enough food to eat all during their history.

Next, many people point to the presence of the bladed mata'a as proof that the residents of Easter Island engaged in large-scale warfare which destroyed their society. But careful analysis of the size and shape of these blades suggests that they weren't weapons at all. They aren't very sharp, and very few of them are even pointed. This tells us that they were more likely used as tools for cutting rock and other hard surfaces. It is likely that they were used in the construction of homes and large statues that are often found on the island and not for combat.

And last, frequent contact with outsiders was very detrimental to the population of Easter Island, but it wasn't the cause of the civilization's collapse. When that contact began, there was estimated to be about 3000 people living on the island, and, yes, many of them suffered from the effects of foreign diseases. However, recent excavations indicate that in the 17th century the population of the island was close to twenty thousand people. This means that the whatever caused the population to decline began long before contact with outsiders began.

SAMPLE ESSAY NOTES

Reading	Listening
① Easter Island collapse theories →	Theories not accurate
② Infestation of rats - ate palm seeds - difficult to grow food →	Still enough food - good fishers - special rock gardens for potatoes
③ Frequent warfare - 1000s of blades = frequent war →	blades weren't weapons - used for cutting rocks for homes + statues
④ Diseases from visitors - no resistance to the diseases →	When contact began, pop. was small - whatever caused it started before

FIND KEYWORDS AND FOCUS ON THEM (REMEMBER READING SECTION)

- *Keywords are almost never prepositions (under/in) or articles (a/an/the)*
- *Keywords are almost always verbs, nouns or adjectives*
- *Proper nouns are almost always keywords*

Ex: Which of the following best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect choices change the meaning in important ways or leave out essential information.

- A. ~~Discoveries of ceratopsian remains suggest that they lived in groups~~
- B. ~~Fossils of individual herds of ceratopsians have been discovered in bone beds~~
- C. ~~The evidence shows ceratopsians of all ages and genders lived, ate, and slept in groups~~
- D. ~~Numerous fossils support the idea that individual ceratopsians differed from each other~~

ABBREVIATIONS, ACRONYMS & SYMBOLS FOR NOTE TAKING

<https://www.prepscholar.com/toefl/blog/toefl-note-taking-tips/>

INTEGRATED WRITING RUBRICS

Scoring Guides (Rubrics) for Writing Responses

[Download Scoring Guides \(Rubrics\) for Writing Responses \(PDF\)](#) | File size: 131 kb

Accurately selects the important information



5

4



Good in selecting the important information

Some important info & relevant connection



3

2



Some relevant info & relevant connection

No meaningful, relevant & coherent content



1

0



Copies words from the topic

HOW TO STRUCTURE THE ESSAY (AN ESSAY TEMPLATE)

- Writing an Introduction
- Writing Body Paragraphs (3)
- You don't need to write a conclusion.

WRITING AN INTRODUCTION

No matter what question style is used, write your introduction using the following template:

- The reading and the lecture are both about _____. (5,400 web sites have this exact phrasing!)
- The author of the article feels that _____. **or:** The author of the reading presents three theories about _____. (10 web sites have his exact phrasing.)
- The lecturer disputes the claims made in the article. (5 web sites use this sentence.)
- His position is that _____. (7.6 million web sites use these words!!!)

WRITING BODY PARAGRAPHS (1)

- Use the following templates for the body paragraphs:
- According to the reading _____.
- The article mentions that _____. (216,200 web sites use this phrase.)
- This specific argument is challenged by the lecturer. (61 web sites use this phrase.)
- He claims that _____. (16 million web sites use this phrase!!!!)
- Additionally, he points out that _____. (515,000 web sites use this phrase.)

WRITING BODY PARAGRAPHS (2)

- Secondly, the author suggests _____. (5,000 web sites have this phrase.)
- In the article, it is said that _____. (5,000 web sites have exactly this phrase.)
- The lecturer, however, asserts that _____.
- He goes on to say that _____.

WRITING BODY PARAGRAPHS (2)

- Finally, the author posits that _____. (6,400 web sites use this templated phrase.)
- The author contends that _____.
- In contrast, the lecturer's stance is _____.
- He notes that _____. (6.1 million web sites have this phrase.)

AVOID TOEFL TEMPLATES (INTEGRATED)

In the 2019-2020 “TOEFL Bulletin under the “Plagiarism”, look at category on page 36

Avoid TOEFL Templates: Example template sentences for integrated writing

DO NOT USE MEMORIZED EXAMPLES!

It is still ok to:

- Use templates

The TOEFL has a bit of a plagiarism problem but **Do NOT overuse templates**

AVOID TOEFL TEMPLATES: SOLUTION

“if I should not use templates, what should I do?” you inquire. Simply put, you should create your own. Learning how to create your own templates involves good old fashion hard work of learning grammar.

- coordinating conjunctions
- compound sentences & complex sentences
- transition words
- cohesive words
- adverb, adjective, and noun clause connectors
- ...



THANK YOU

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