



TOEFL® iBT

Essay Writing for Beginners

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Integrated
Writing

Kelli Ripatti · Lucy Han



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Book 1 Integrated Writing

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Integrated Writing Questions (Prompts)

Subject	Topic
Education	<p>1. Teamwork Reading: Advantages of Teamwork Lecture: Disadvantages of Teamwork</p> <p>2. Teacher's Role Reading: Helping Students Gain Knowledge and Improvement Lecture: Helping Students Gain Self-Confidence</p>
Sociology	<p>3. Watching Television Reading: Negative Influence Lecture: Positive Influence</p> <p>4. Self-checking at Supermarkets Reading: Benefits of Self-checking Lecture: Disadvantages of Self-checking</p>
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Actual Test	<p>6. Practice Test 1 - Low Blood Sugar Reading: Causes of Low Blood Sugar Lecture: Effects of Low Blood Sugar</p> <p>7. Practice Test 2 - Class Size Reading: Benefits of Small Class Size Lecture: The Quality of the Teacher As a More Important Factor</p> <p>8. Practice Test 3 - Computer Games Reading: Negative Influence Lecture: Positive Influence</p> <p>9. Practice Test 4 - Posting Grades Reading: Positive Influence Lecture: Negative Influence</p> <p>10. Practice Test 5 - Megastores Reading: Benefits of Megastores Lecture: Drawbacks of Megastores</p>



Suggestions for Building Writing Skills

1. Read an article that is about 250 - 300 words in length for 3 minutes. Then, make an outline that only includes the major points of that article. Next, use the outline to write a summary of the information.
2. Find listening material on the same topic that is about 250 - 300 words in length. The materials can provide similar or differing views. Try to follow the process below.

Integrated Writing Process

- A. Read the reading passage. Give yourself 3 minutes. Take notes while reading.
 - B. Listen to the listening material. It should be around 2 minutes long. Take notes while listening. Do not allow yourself to listen to the material more than once.
 - C. Summarize the information and ideas of both the reading and the listening.
 - D. Combine the information from the reading and the listening. Explain how both are alike, how one idea expands upon the other, or how the ideas are different or contradictory.
3. Practice paraphrasing and summarizing information in written form. Use your notes to paraphrase key statements and summarize passages you have read or heard.
 4. Improve your writing skills by being able to use a variety of sentence structures and vocabulary. A good written response includes a variety of structures and a range of vocabulary words.
 5. Practice typing in English on a computer keyboard.

How to use this book

Step 1

This step includes the basic skills as well as the essential key points required in the new TOEFL® iBT Integrated Writing. Students will come to understand the necessary techniques by going through them in the form of quizzes.

The process of Integrated Essay Writing and questions related to the basic structure of an essay will be shown as follows.

TOEFL® iBT
Integrated Writing Questions (1-20)

Choose the right answer. (1 - 10)

1 Choose the answer that correctly completes the Integrated Writing question.

Note-taking
Read a Passage & Listen to a Lecture

Understanding a Question

Planning & Writing

(Summarizing)

(Citing information)

()

Revising & Editing

(1) Outlining (2) Brainstorming
(3) Asking questions (4) Paraphrasing

2 During the Integrated Writing portion of the test, you must listen to a lecture. Choose the example that is **not** a method that will help you take notes.

(1) Using useful symbols (2) Using useful abbreviations
(3) Drawing pictures (4) Shortening words by

3 What is it called when you briefly retell a story or article by stating the parts of the story or article?

(1) Outlining (2) Summarizing
(3) Proofreading (4) Note-taking

4 _____ is using your own words to restate information original details and meanings.

(1) Synthesizing (2) Outlining
(3) Paraphrasing (4) Copying

5 What is it called when you combine the information from the reading lecture to your essay?

(1) Synthesizing (2) Summarizing
(3) Paraphrasing (4) Editing

6 Choose the answer that is **not** something you should look for when editing an essay.

(1) Grammar and spelling (2) Punctuation
(3) A specific number of sentences (4) Coherence

Review

Complete each sentence using a word or phrase from the box.

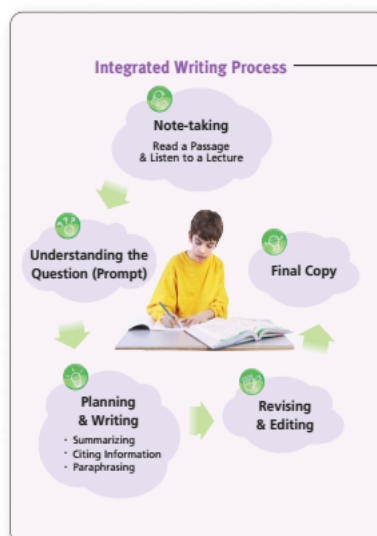
1. The purpose of an _____ is to organize your ideas.
2. _____ is the process of correcting spelling and grammar mistakes.
3. After you _____, you should edit it.
4. In a well-organized and _____ essay, all the ideas follow one another logically and smoothly so that the essay makes sense to the reader.
5. In the _____ Writing Process, you should summarize the information after you take notes.
6. During _____ you should use symbols, shorten words by eliminating letters, and use abbreviations in order to write quickly.
7. _____ is briefly retelling a story or article by stating the most important parts of the story or article.
8. After you summarize the information from the reading passage and the lecture, you need to _____ or use your own words to restate the important information while maintaining the original details and meanings.
9. _____ is combining or connecting the information from the reading passage and the lecture in your essay.

outline coherent note-taking summarizing write a draft
synthesizing paraphrase integrated editing

Step 2

In Step 2, the following will be developed in the same manner through 5 different essay questions.

This step will help students understand and learn how to take notes on the information from a reading passage and a lecture.



Integrated Writing Process

This picture shows the step-by-step process of Integrated Essay Writing in which the following learning course will take form.

Reading & Listening

Only simple questions are given, such as asking the main idea and the key points after reading the passage. Students will be answering the same types of questions about the lecture. This is the prior stage to note-taking (Step 2), which is to see whether students understand the structure of sentences and their relationship to each other.

Integrated Writing 1 & 2
Education

Teamwork

Reading
Read the passage and answer the questions.

Have you ever worked with other students to complete an assignment? If you haven't, would you like to? There are many good things about working in a group. When we work together, we can help each other study or finish projects. We can also learn to **cooperate** and **communicate** with others. Teamwork can be **rewarding** because it prepares us for the future.

First, working in groups allows us to share the workload with our team members. When we help each other, we can work faster and get more done. We can all do something that we are good at to help the group succeed. This way we don't have to spend hours trying on something that is very difficult. Our team members can help us. Being able to help each other is one of the best advantages of teamwork.

Next, teamwork prepares us for the real world. It teaches us how to cooperate and communicate with others. We can become better business and learn to express our ideas and opinions. These skills will be very important and useful in our future jobs. Almost every job that **works** requires us to work with another person. We need to learn to cooperate with others and communicate our ideas clearly. Otherwise life will be very difficult for us. Teamwork helps us be prepared so that we can succeed throughout our lives.

Working in a group can be a great experience. It prepares us for life in the real world. It allows us to divide and share the work. It also teaches us to cooperate and communicate with others. The advantages of teamwork are **beneficial** and **rewarding**.

1. What is the main idea of the reading passage?
(1) Disadvantages of teamwork
(2) Advantages of teamwork
(3) Pros and cons of teamwork

2. What are the key points? Fill in the blanks with information from the passage.
(1) Working in groups allows us to _____ with our team members.
(2) Teamwork prepares us for _____.

Listening

New listen to a lecture related to the reading passage and answer the questions.

1. What is the main idea of the lecture?
(1) Disadvantages of teamwork
(2) Advantages of teamwork
(3) Pros and cons of teamwork

2. What are the key points? Fill in the blanks with information from the passage.
(1) Teamwork can be a _____ when there are busy people in the group.
(2) There can be many _____ when working in a team.

Skill Build-up

Note-taking
Note-taking while reading and listening is an essential skill for the integrated writing task. It helps you remember the important points raised in class lectures.

Why take notes?

- It helps you read and listen carefully.
- It helps you understand what is important in the text.
- It helps you remember the important points raised.

How to take notes

- Make your notes brief (use abbreviations and symbols, but be consistent).
- Use either an outline form, a numbering system, or both.
- Take notes using key words, short sentences, or abbreviations.
- If you make a statement, write key words and skip a few spaces.

Skills for better note-taking

- Concentrate on what you are reading or listening to.
- Make sure you understand the organization of the text.
- Identify key information in what you hear or read.
- Think critically about the information presented.
- Practice rephrasing or rewording information you hear or read.

Skill Build-up

This additional section will assist students in developing their writing skills. The main information is explained and then put into practice exercises.

For best results, the activities should be attempted once the instructor has explained them, or the students have fully understood them on their own.

By repeating this practice, students will be able to find solutions to the problems that they face during an essay writing task.

Note-taking

This chart helps with the note-taking of important information while re-reading the passage and re-listening to the lecture. It shows at a glance the comparison between the lecture and reading material which are correlated substantially. There are two objectives of this chart:

- To help students write the key information without missing any
- To act as an outline to assist in writing the intro, body, and conclusion of the essay

Note-taking

Read the passage carefully and listen to the lecture again. This time, take as many notes as you can. Below is a table to help you take more effective notes.

Reading Passage	Lecture
<p>Main Idea</p> <p>Teamwork _____ because it prepares us for the future.</p>	<p>Main Idea</p> <p>One of the biggest _____ of working in a group are _____.</p>
<p>Key Points</p> <p>1. allows us to _____ with our team members. - can work _____ - can do something we are _____ the group succeed</p> <p>2. prepares us for the _____ and allows to progress our _____ in the future</p>	<p>Key Points</p> <p>1. can be a _____ when there are busy people in the group - large people tend to sit and watch - don't _____</p> <p>2. can be really _____ everyone learns and works at a _____ those who work fast can become bored and find ways to pass the time - those who work slowly can become _____</p>
<p>Conclusion</p> <p>can be _____</p>	<p>Conclusion</p> <p>business and distractions can _____ for the whole group</p>

Introduction

1. Citing and Synthesizing

This section shows how the contrasting contexts of the reading and the lecture are cited and synthesized through a sample writing. It prepares the students to write their own introduction.

Introduction

- State the main idea of the reading passage and the main idea of the lecture.
- Emphasize the speaker's point(s).

Reading Passage	Lecture
Main Idea There can be advantages and disadvantages of working in a group.	Main Idea One of the biggest disadvantages of working in a group are busyness and distractions .

1. Citing and Synthesizing
Learn how to cite and synthesize information from each source.
Sample Sentences From the Introduction
The lecturer points out that working in a group has its own disadvantages. The reading passage's idea is that teamwork can be rewarding because it prepares us for the future.

2. Paraphrasing
Learn how to paraphrase by adding paraphrased information to the sentences. Use the phrases from the box.

The lecturer points out that working in a group has its own disadvantages. _____
the reading passage's idea that teamwork can be rewarding because it prepares us for the future. The lecturer says that _____

- two of the biggest disadvantages of working in a group are busyness and distractions
- The viewpoint contradicts

Along with the elements that must be included in the introduction, the introduction part of the note-taking from Step 2 is shown again.

2. Paraphrasing

Students are asked to paraphrase number 1 (Citing and Synthesizing) by rearranging the sentence structure or words. The given example shows how the sentences have changed. This prepares the students to paraphrase their own introduction.

3. Your Introduction Paragraph

With the acquired skills and strategy, students write their own introduction.

3. Your Introduction Paragraph
Write your own introduction paragraph.

Skill Build-up

Citing the Speaker and the Author
When you write your response, you must clearly identify which information comes from the passage and which information comes from the lecture. Try to use different structures for citing the sources.

How to cite:

According to the passage, _____ is true.
A. According to the lecture, A is not acceptable.
B. The author states that _____ (qualifies, explains, indicates, concludes, reports, suggests).
C. The article indicates that _____ (implies, claims, argues, states, reminds, one claim).
D. The lecturer says that _____ (describes, claims, points out, mentions, admits).
E. The speaker admits that the author has a good point, but he thinks that _____ in the lecture, the speaker mentions _____.

EXERCISE
Use the information provided to create a sentence that cites where the information is from. Try to use each of the three types above at least once.

Reading	Lectures
maximum driving age should be increased to 18	minimum drinking age should remain at 15
people have the right to bring a firearm	smoking in public places should be banned

Skill Build-up

Unlike Step 2, this section deals with grammar. Within basic grammar, different ways of combining sentences are introduced and practical exercises are given to build up the skills.

Conclusion

1. Citing and Synthesizing

This section shows how the contrasting contexts of the reading and the lecture are cited and synthesized through a sample writing. It prepares the students to write their own conclusion.

Conclusion

- Summarize the main points of the lecture.
- Include the speaker's conclusion relating to the reading passage.

Sample Points From the Notes

Reading Passage	Lecture
Conclusion: It is beneficial and rewarding.	Conclusion: Teachers and administrators who understand both sides should be the ones to lead the way.

1. Citing and Synthesizing
Learn how to cite and synthesize information from each source.

Sample Sentences From the Conclusion Paragraph
Working in a group can be beneficial and rewarding. However, the lecture argues that working in a group can cause many problems and even failure for the whole group because of the laziness and distractions caused by certain members.

2. Paraphrasing
Learn how to paraphrase by adding paraphrased information to the sentences. Use the phrases from the box.

The author thinks that _____ However, the lecture argues that _____ They can cause many problems and even _____

- failure for the whole group
- the advantages of teamwork are beneficial and rewarding because they prepare us for the future
- laziness and distractions are two of the biggest disadvantages of teamwork

Along with the elements that must be included in the conclusion, the conclusion part of the note-taking in Step 2 is shown again.

2. Paraphrasing

Students are asked to paraphrase number 1 (Citing and Synthesizing) by rearranging the sentence structure or words. The example shows how the sentences have changed. This prepares the students to paraphrase their own conclusion.

3. Your Conclusion Paragraph

With the acquired skills and strategy, students write their own conclusion.

3. Your Conclusion Paragraph
Write your own conclusion paragraph.

Skill Build-up

EXERCISE Changing Sentence Structure

A. Complete the sentences by changing sentence structure.

1. A child's development in school is largely dependent on the amount of sleep he or she gets.
→ The amount of sleep a child _____

2. What is the effect of a lack of sleep in relation to other factors?
→ With regard to other factors, _____

B. Create a new sentence by combining the ideas in each pair of sentences.

1. (a) One serious problem facing modern children is lack of sleep.
(b) Experts claim that elementary school children should sleep nine hours each night.
(a) + (b) _____

2. (a) The health food industry is the place to capitalize on (help).
(b) Rich in protein and soy beans, hemp is one of the healthiest foods you can eat.
(a) + (b) _____

3. (a) The role of the teacher is to help children gain self-confidence.
(b) Teachers must improve students' self-confidence so they can be successful.
(a) + (b) _____

Step 4

This section practices the writing skills and strategy learned through steps 1-3 in an actual test environment. Five tests will be given in relation to 5 new reading passages and lectures. Essential elements that must be included in each part are shown in the Tips box to help with the essay writing.

The collage displays five digital screens from a test environment:

- Screen 1 (117):** Shows a 'Reading' passage about blood sugar. It explains that when we eat, food is broken down into glucose, which is converted to energy. However, insulin is needed to convert glucose into energy. Without insulin, glucose remains in the blood and cannot be used as energy, resulting in low blood sugar levels. It also discusses how increased activity or exercise can lead to low blood sugar, and how certain medications can affect blood sugar levels.
- Screen 2 (117):** A 'Note-taking' guide with a table for 'Reading Passage' and 'Lecture'. It includes sections for 'Main Idea', 'Key Points', and 'Conclusion'. A tip box suggests taking notes on key information, using abbreviations and symbols, and paraphrasing.
- Screen 3 (118):** An 'Introduction' section with 'Citing and Synthesizing' and 'Paraphrasing' tasks. A tip box for 'Citing and Synthesizing' says to use your notes to cite and synthesize main ideas. A tip box for 'Paraphrasing' says to use your notes to cite and synthesize key points.
- Screen 4 (118):** A 'Body' section with 'Citing and Synthesizing' and 'Paraphrasing' tasks. A tip box for 'Citing and Synthesizing' says to discuss how the key points of the lecture relate to the reading passage.
- Screen 5 (119):** A 'Conclusion' section with 'Citing and Synthesizing' and 'Paraphrasing' tasks. A tip box for 'Citing and Synthesizing' says to use your notes to cite and synthesize the conclusion parts.

Sample Response (Screen 122):

Final Response
Rewrite your own essay.

Prompt: Explain the relationship between the points made in the reading made in the lecture. You may refer to the reading as you wish.

Low Blood Sugar

Low blood sugar levels are something that most people will have at some time in their lives. The reading talks us the causes of low blood sugar and the lecture explains the effects of these problems.

The reading says some low blood sugar is not very serious. It can be caused by increased activities or things we eat. Exercise, a large meal, too much alcohol, and poor diet can cause low blood sugar. However, the lecture says this type of low blood sugar affects our nerve system. We will sweat, have a fast heartbeat, and feel tired. The speaker says that these symptoms are usually temporary.

The reading also says that sometimes a person's blood sugar can be very low. This is a serious problem. Problems in the body cause this kind of drop in blood sugar. Things like complications with the treatment of diabetes, problems with a person's kidneys or liver, and cancer can cause very low blood sugar levels. According to the speaker, very low blood sugar levels can hurt our brains. First, a person might have a headache and feel confused. Then, he or she might have trouble seeing things. Later, the person might go into a coma. After that, they might die.

From the reading and lecture we have learned about the causes of low blood sugar and its effects on our bodies. Sometimes low blood sugar is a serious problem, but often it is just temporary and not very serious. When we know what the causes and effects of low blood sugar are, we can better understand how to identify and treat it.

Peer Checklist (Screen 122):

	Needs to be Reworked	Good	Excellent
Introduction	1. Main idea of the reading passage and the lecture		
	2. Includes the speaker's points		
Body	1. Contains the full key point		
	2. Contains the reading and lecture		
Conclusion	1. Summarizes the main points		
	2. Speaker's conclusion		

Sample Response

Students can compare their essays with the sample response to the test.

Recommended Lesson Plan

Course Description

Textbook: Essay Writing for Beginners: iBT Integrated Essay Writing

Duration of time: 3 months (1 class/week for 12 weeks)

Class Hour Time: 60 minutes/week

Additional Materials: blank notebooks to be used as Writing Notebooks

Sample Course Outline

Week	Lesson	Week	Lesson
1	Warm up & Step 1	7	Step 3 - Question 1
2	Step 2 - Question 1	8	Step 3 - Question 2
3	Step 2 - Question 2	9	Step 3 - Question 3
4	Step 2 - Question 3	10	Step 3 - Question 4
5	Step 2 - Question 4	11	Step 3 - Question 5
6	Step 2 - Question 5	12	Step 4 - Guided Actual Test

1. Sample Lesson Plan for Week 1 (Warm up & Step 1)

Preview	10 min.	<ul style="list-style-type: none"> - Review the writing process through "Suggestions for Building Writing Skills." - Help students understand the book format of Step 1 by going over page 6 of "How to use this book."
Presentation	10 min.	<ul style="list-style-type: none"> - Discuss the ways of building writing skills. - Go over <i>TOEFL® iBT Writing Questions</i>.
Practice	25 min.	<ul style="list-style-type: none"> - Do Step 1 as a group competition: <ol style="list-style-type: none"> 1. Pair the students or put them into groups of 4. 2. Have them answer the questions in Step 1 with their partners or group members. 3. Go over the answers as a class. (The team with the most correct answers wins the competition.)
Production	10 min.	<ul style="list-style-type: none"> - Get the students to get their notebooks out and ask them to write answers to the following questions. <ol style="list-style-type: none"> 1. What is your personal writing goal? 2. What are some ways that you can achieve this goal? How can you improve your writing skills?
Homework	5 min.	<ul style="list-style-type: none"> - Explain how to do the homework. - Homework assignment: Rewrite the personal writing goal and the plan for building writing skills.

2. Sample Lesson Plan for Weeks 2-6 (Step 2)

Preview	10 min.	<ul style="list-style-type: none"> - Check homework. - Help the students understand the book format of Step 2 by going over pages 6-7 of "How to use this book."
Presentation	20 min.	<ul style="list-style-type: none"> - Reading & Listening: <ol style="list-style-type: none"> 1. Have the students say their ideas and examples about the topic. 2. Have the students read the passage for 3 minutes. Then ask the students to make an outline that only includes the major points. 3. Have the students guess and say the major points of the lecture on the same topic. 4. Have the students listen to the lecture for 2 minutes and have them make an outline that only includes the major points.
Practice	25 min.	<ul style="list-style-type: none"> - Skill Build-up: Explain the skills or strategies and have the students answer the questions individually. Then, go over the correct answers. - Note-taking: <ol style="list-style-type: none"> 1. Make groups of 3 or 4. 2. Have the students read the passage again for 3 minutes and listen to the lecture for 2 minutes. While reading and listening, have the students take notes into the note-taking chart (Part C) in their books. 3. Discuss and complete the tasks given in assigned groups. 4. Go over the answers as a class.
Production	5 min.	<ul style="list-style-type: none"> - Review the day's skill and strategy. - Explain how to do the homework.
Homework		<ul style="list-style-type: none"> - Summarize the information and ideas of both the reading and listening in their essay writing notebook.