

**Lesson Plan 3 (Writing)**  
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**Title: Preparing for the TOEFL iBT Integrated Writing Task**  
**Language skills emphasized: Writing, reading comprehension and listening comprehension**

*General Information*

**Name/type of class:** TOEFL iBT preparation program for academic-track (EAP) students.

**Class size:** 5-10 students

**Proficiency level:** High intermediate to advanced (levels 2+ to 3+ on the ILR language proficiency scale).

**Length of lesson:** 3 hours (or if necessary, divided into multiple class sessions)

**Overall instructional goals of the lesson:**

After completion of this lesson, students will be able to:

- a) Effectively take notes when listening to a lecture on an unfamiliar or partially familiar academic topic.
- b) Use notes to draft an essay for the TOEFL iBT integrated writing task.
- c) Revise and edit an essay for the TOEFL iBT integrated writing task.

**Learning Objectives:**

- a) To increase familiarity with the structure, format and content types of the TOEFL iBT integrated writing task's reading passage and listening (lecture).
- b) To recognize and identify transition words and phrases commonly used in the TOEFL iBT integrated writing task in order to improve note taking ability.
- c) To take notes during the TOEFL iBT integrated writing listening (lecture) in a way that supports success on the writing task.
- d) To accurately paraphrase complex information heard during the TOEFL iBT integrated writing listening (lecture).
- e) To draft, revise and edit an essay in response to a realistic TOEFL iBT integrated writing prompt under actual testing conditions.
- f) To self-assess areas of individual strength and weakness in skills necessary for the TOEFL iBT integrated writing task.

**Justification of Lesson:**

Many if not most students enrolled in an academic-track ESL or EFL program (i.e., English for academic purposes) must eventually take a norm-referenced English proficiency examination in order to achieve admission to a college or university in the United States. For most such students,

that examination is the TOEFL iBT (internet-based test). Indeed, for a great many students, the primary reason for enrolling in an academic-track ESL/EFL program is to achieve a “passing” score on the TOEFL iBT (although this test has no official passing score, the average score required for admission to undergraduate programs is 74 and the average score required for admission to graduate programs is 83 on a scale from 0-120; see [http://www.ets.org/Media/Tests/TOEFL/pdf/TOEFL\\_iBT\\_Score\\_Comparison\\_Tables.pdf](http://www.ets.org/Media/Tests/TOEFL/pdf/TOEFL_iBT_Score_Comparison_Tables.pdf)).

The TOEFL iBT integrated writing task is among the most challenging parts of the test and, based on my experience, is the source of substantial anxiety for many academic-track ESL students, mainly because they lack significant experience completing similar tasks and because test takers are only allowed twenty minutes to plan and write their responses. Given such a short window of time to complete a complex writing task that requires the integration of three language skills (reading, listening and writing), familiarity with the task, clearly understanding the test maker’s expectations and effective note taking, drafting and editing skills are all essential to succeeding on the task. This lesson presumes that students have already (partially) mastered the first two requirements (familiarity with the task and understanding the test maker’s expectations) and focuses on helping students develop effective academic note taking skills, which provide the basis for drafting and editing a response in the short amount of time provided, while exploring targeted strategies for maximizing students’ reading, listening and writing abilities in order to achieve high levels of performance on the TOEFL iBT integrated writing task.

### **Materials needed:**

- a) Whiteboard and dry erase marker
- b) Computers
- c) Compact disc player
- d) Handouts ([TOEFL iBT Integrated Writing Reading Text](#), [TOEFL iBT Integrated Writing Listening Transcript](#), [Model TOEFL iBT Integrated Writing Essays at Each Score Point](#), [Evaluation Activity 1: Self-Assessment Checklist](#), [Evaluation Activity 2: Paraphrasing Lecture Information](#))
- e) Audio file

### ***Lesson Plan***

#### **ORIENTATION (15 minutes)**

The instructor will start the class by reviewing the structure of the TOEFL iBT integrated writing task, emphasizing the following main points:

- 1) The task begins with a short reading passage. Examinees are given three minutes to read the passage. Because examinees will have access to the passage during the entire task and have such a short period of time to read a complex passage on a topic that is probably unfamiliar, taking notes *while reading the passage* is not an effective test taking strategy for most examinees. It is important for students to understand that the topic of the passage will probably be unfamiliar to almost all examinees (this is a fundamental principle in the

design of the test). Topics for the TOEFL iBT integrated writing task are usually drawn from the humanities, social sciences and biological sciences and may be relatively obscure, although unusually difficult or uncommon vocabulary is almost always defined.

- 2) After three minutes have elapsed, students will hear the narrator say, “Now listen to part of a lecture on the topic you just read about.” They will then hear an academic lecture on the same topic. Students will only hear the lecture once. It is important for students to understand that the speaker in the lecture will contradict the three main points from the reading *in the same order they appear in the passage*. In a minority of test administrations, images or text will accompany the audio recording, especially if the task makes crucial references to images or visual material. Otherwise, test takers will see a static image of a professor in front of a college class while the recording is played.
- 3) The instructor will then ask the students: “Since you will only hear the lecture once, what do you think you should do while listening to it?” *The elicited response is to take notes*. Because test takers will be graded on how well they cover the three points made in the lecture and on how clearly and specifically they describe how the lecture points cast doubt on the points made in the reading passage, effective and strategic note taking during the lecture is absolutely essential to succeeding on the TOEFL iBT integrated writing task.
- 4) The instructor will then ask students to think of some additional reasons why taking good notes is important for succeeding on this task. *(It is important for students to be motivated to complete the exacting task of taking notes on an unfamiliar academic topic)*. After student have presented their reasons, they will be told that few test takers have the short-term verbal memory (even in their native language) to clearly remember the details of all three points. Since an extremely well-written summary of the reading passage that lacks coverage of even one of the main lecture points will result in an unsatisfactory score on the task for most test takers, it is not realistic for students to expect to achieve a high score on the task without taking notes. In fact, the test maker strongly encourages examinees to take notes during the listening portion of the task.

### **PRESENTATION (45 minutes)**

*Presentation Activity 1: Global strategies for managing the TOEFL iBT integrated writing task (15 minutes)*

The instructor will present the following key strategies for succeeding on the TOEFL iBT integrated writing task. Students should use these strategies to help guide their writing choices. *It is important for students to understand the “rules of the game” in order to succeed on the test. Unfortunately, many students fail to do well on the test simply because they do not know what is expected of them (implicit expectations) and are unsure of what type of writing is rewarded on the test. By making the implicit explicit, students will have a more level playing field on which to compete.*

- ✚ The most effective way for most test takers to complete the task is to use good notes taken during the listening to quickly draft a response. *For review, ask students why this is the case. Let them know that we will be talking about note taking strategies a bit later on in the lesson.*
- ✚ It is important for students to revise and edit their responses. *Ask students why they think revision is important.* However, the order in which they revise and edit should be based on students' preferred styles. *Ask students why this is so.* (Some students prefer to draft the entire response and then revise and edit at the end. Other students may prefer to revise and edit as they go along. The key is for students to use the strategy that is most effective for them.) There is no right or wrong way to revise and edit. Part of today's class will be devoted to giving students the chance to explore these options and discover the approach to revising and editing that is most effective based on their individual abilities and writing styles.
- ✚ Complete and accurate coverage of all three lecture points with clear and understandable prose that contains errors (even frequent and noticeable errors) is more important than incomplete coverage that is nearly error-free, based on the way the integrated writing task is scored. Essentially, meaning is more important than form on *this* portion of the test (although this is not necessary the case for the TOEFL iBT *independent* writing task, for which test takers have more time to prepare their response).

*Presentation Activity 2: Taking effective notes during the listening portion of the task (15 minutes)*

The instructor will begin this presentation activity by asking students what strategies (if any) they currently use for taking notes during academic lectures. (*Since the students in this course are advanced-level academic-track students, they should have experience in this area*). Are these general academic note-taking strategies effective for the TOEFL iBT integrated writing task? Why or why not? (*An important issue here is the fact that the TOEFL iBT integrated writing lecture has a very specific and predictable structure, whereas "real world" academic lectures usually do not*).

The instructor should present and discuss with students the following note taking strategies for the TOEFL iBT integrated writing lecture. These are not the only viable strategies, but they are among the most important and they apply to most or all test takers.

- ✓ Because students will only get to listen to the lecture once, it is important that they include as many details as possible in their notes. *Ask students to think of some other reasons why it is important for their lecture notes to be comprehensive.* (One reason is that if details turn out to be unimportant, they can ignore them when drafting their essay, but the reverse is not true).
- ✓ Notes should be easy to read and written in a way that allows the writer to effectively integrate them into the essay. For this reason, symbols should be avoided and notes should take the form of full phrases whenever possible. *Note: Using complete phrases in*

*their notes will help students speed up the essay drafting process, which is very important since they will only have twenty minutes to complete this task on the TOEFL iBT.*

- ✓ Students should expect to hear names and content-specific terms with which they are unfamiliar. They should learn to paraphrase difficult information in ways consistent with their current proficiency level. *Make sure students understand that as long as their attempts at spelling specialized terms are understandable, they will not be penalized for incorrect (or even mangled) spelling on the test for words that do not appear in the reading passage. It is also acceptable to paraphrase or provide circumlocutions for names and specialized terminology (example: “the English king referred to in the lecture” is a perfectly acceptable paraphrase for “Henry VIII, a Tudor monarch of Great Britain from the sixteenth century” as long as the essay makes clear who is being referred to). The instructor will elicit (or if students are unable to provide examples, present) other examples of accurate paraphrases. Students will have the opportunity to practice and receive feedback on this discrete skill during the evaluation portion of the lesson (see [Evaluation Activity 2](#)).*
- ✓ Students should use context clues to guess the meaning of unfamiliar terms. Even guessing the approximate meaning of a term can be very helpful. Students should never ignore terms because they do not understand them.
- ✓ Transition words and phrase are extremely important, as they signal important information. Students should use them to help guide their attention to changes in focus or theme. The most common transition words and phrases used in the TOEFL iBT integrated writing lecture are *first, second, next, finally, turning to, and the point about*. *Ask students if they can think of any others.*
- ✓ Transition words and phrases that signal effect, consequence or result are also important because they highlight key information. Typical examples are *so/as you can see, it turns out, consequently, as a result, given, and considering that*. *Ask students what other words and phrase used to highlight or summarize information they are familiar with.*

*Presentation Activity 3: Strategies for drafting, revising and editing the essay (15 minutes)*

Because students will only have twenty minutes to draft, revise and edit their TOEFL iBT integrated writing essays, efficient drafting, revising and editing strategies are critical to good performance on the test.

Fundamental strategies for drafting, revising and editing the essay include the following:

- Include at least a global reference to the reading passage ... *Check comprehension by asking students what they think this means. Elicit examples of how this can be accomplished. Examples include summarizing the reading passage in two or three sentences at the beginning of the essay or including a summary of each of the main points along with the counterpoints (students will see examples of these strategies during the engagement and evaluation portions of the lesson).*

- ... but do not spend *too much* time summarizing the reading. *Let students know that their score will be based on how well they summarize the lecture points and explain how the lecture points contradict/cast doubt on the three main points from the reading passage. A perfectly-written summary of the reading passage without coverage of the lecture garners no more than 1 out of 5 points and may even warrant a 0 if the summary includes only words and phrases taken directly from the reading.*
- Cover each of the three counterpoints from the lecture in a separate paragraph. Be sure to include as much detail from the lecture as possible (*again, emphasizing the importance of taking good notes during the lecture*).
- Structure the essay so that the points/counterpoints appear in the same order as in the reading and lecture. *Test takers can still achieve a high score (including a perfect 5) without following the original order of the points. However, it should be easier and faster for them to draft their essay by following the original order.*
- Use clear transition words and phrases (e.g., *first, next, finally, turning to the point about, as far as x is concerned*) throughout the essay. It is perfectly acceptable to use the same transition words that were used in the lecture, if those are the most effective or accessible.
- Revise and edit using the strategy that you are most comfortable with. *If time is an issue, students should consider revising and editing as they go along. If students manage to draft their essay in ten to fifteen minutes, then revising and editing at the end may work well. Students should be encouraged to be open to multiple strategies, depending on how their essay progresses and how well they deal with the time pressures.*
- Focus on meaning and clarity. *Ask students what they can do to focus on meaning and clarity (and check that they understand what this means). Students should avoid using unnecessarily complicated or erudite language unless they are absolutely certain they are using the structures and vocabulary correctly. Test takers do not receive extra points for using unnecessarily “fancy” words. Although students should not ignore good style and should attempt accurate form, meaning and clarity are the primary emphases of this writing task based on how it is scored.*

### **ENGAGEMENT (50 minutes)**

Once the presentation activities have been covered, the instructor will initiate the engagement portion of the lesson with the following note taking activity.

*Engagement Activity 1: Taking notes during the TOEFL iBT integrated writing lecture (20 minutes)*

*The purpose of this activity is to help students gain experience with the process of taking notes during the TOEFL iBT integrated writing lecture. First, students will be given three minutes to read a realistic [TOEFL iBT integrated writing reading passage](#) (as per the test’s procedures). The reading passage provides important clues for decoding the lecture since the lecture addresses the*

same main points but provides evidence and arguments to contradict them. Next, the teacher will play the corresponding [TOEFL iBT integrated writing listening \(lecture\)](#) audio file and remind students that they should take notes as it is played. Once students have listened to and taken notes during the lecture, they will work in pairs to compare their notes, discuss the note taking process and conduct a self-assessment.

Important questions for students to ask during the self-assessment are:

- How successful were you overall? (*The main considerations are thoroughness and accuracy of coverage and developing notes that will be useful while drafting the essay.*)
- Did you manage to cover all three points? If not, how many points did you cover? Which point(s) did you miss? Why did you miss that point/those points?
- Based on this activity, what do you believe your note-taking strengths and weaknesses are? What can you do to improve? (*Note: The expansion portion of the lesson will cover this issue.*)
- How well did you decipher the meaning of unfamiliar terms based on context and clues from the reading passage?
- Were you able to attend to transition words and phrases to understand the lecture?

Once students have completed this activity, the group will reconvene to listen to the lecture again and produce a collective set of notes based on their individual and pair work. The teacher will ask students to summarize their notes and will use that summary to create a model set of notes, which will be written on the white board. This will provide students with a model for future note taking during the TOEFL iBT integrated writing lecture.

*Engagement Activity 2: Drafting, reviewing and editing the essay (30 minutes)*

Students will now be given twenty minutes to draft, review and edit their essay. *Justification for this activity: since students will only have twenty minutes to complete their essay on the test, practicing with more time may not help them adapt to the actual testing conditions. Effective preparation for high stakes standardized testing requires conforming to realistic testing conditions. Students will use computers to type their essays.*

Students will be reminded to use their notes and to refer to the reading while drafting, reviewing and editing their essays. The instructor will inform students of how much time remains during the activity (counting down from twenty minutes). Before students begin, the instructor will review the two main models of a successful TOEFL iBT integrated writing essay. Although other models are possible, these two models are the most commonly used by test takers and will provide students with concrete, accessible options for developing their essays.

Model 1 (Global connection to the reading passage is summarized at the beginning of the essay):

- The three reading points are summarized at the beginning of the essay in the first paragraph.
- Each counterpoint from the lecture is then described in as much detail as possible in the remaining three paragraphs.

- There should be some linkage between the lecture counterpoint and the corresponding point from the reading passage in each paragraph, although extensive linkage is not required since the reading points have already been summarized in the first paragraph.
- No closing paragraph is required.

Model 2 (Each point from the reading passage is summarized in the same paragraph as the counterpoint from the lecture):

- No introductory paragraph is required.
- Each paragraph begins with a summary of the point from the reading passage.
- Each paragraph continues with the corresponding counterpoint from the lecture, described in as much detail as possible.
- There should be clear and substantial linkage between the lecture counterpoint and the corresponding point from the reading passage.
- No closing paragraph is required.

Reminder about revising and editing: If students find themselves running out of time, they should try to revise and edit as they go along. Waiting until the end of the process to revise and edit is only a viable strategy if students have at least five minutes left after completing their draft.

### **EVALUATION (50 minutes)**

#### *Evaluation Activity 1: Self-assessment and peer-assessment of essay (30 minutes)*

After time has been called, students will work in pairs (the instructor will pair students of similar ability levels) to review their work. Students will compare their essays to find and describe similarities and differences. (*Students should be told that the purpose of this activity is not to try to decide which essay is “better,” but rather to be exposed to a different approach to the task.*) Each student will try to self-score both essays by comparing them to the [model responses provided by the instructor](#) and the [official TOEFL iBT integrated writing scoring rubrics](#). Students will then try to identify and list specific improvements that would have helped them achieve a higher score, provided that their essays are not already at the 5 level. Students will be given a copy of the [self-assessment checklist](#) to help guide their evaluations.

At the end of this activity, students will turn their work in to the instructor, who will score the essays according to the TOEFL iBT integrated writing scoring rubrics. The scored essays will be returned to the students and reviewed in detail during the next class session. At that time, the instructor will also review the model essays to help students understand why each essay qualifies for its indicated score.

#### *Evaluation Activity 2: Paraphrasing lecture information (20 minutes)*

As explained during the presentation stage of the lesson, one way to support effective note taking and reduce testing anxiety during the TOEFL iBT integrated writing lecture is to help students develop skills for processing complex, unfamiliar (or partially familiar) information. One such skill is paraphrasing partially-understood information by making it less complex and/or specific,



yet still accurate. Students will individually complete and then review (as a group) [Evaluation Activity 2](#) to practice and then receive instructor feedback on this skill.

*Note: An important theme of this evaluation activity is that there are a great many ways to successfully paraphrase complex, unfamiliar (or partially familiar) information from the lecture. The key to successful paraphrasing on the TOEFL iBT integrated writing task is focusing on what is known (instead of what is unknown) and describing it using language that is securely within the learner's zone of current competence. Students should also be reminded that it is crucial that they attend to partially understood information during the lecture. Students must learn not to ignore information just because they do not fully understand it. Partial understanding of lecture information is often sufficient to allow students to produce a successful TOEFL iBT integrated writing essay.*

### **EXPANSION (20 minutes)**

The instructor will conclude the class (or classes, if multiple sessions were required) by asking students to reflect on what they have learned during the lesson(s) by considering and answering the following questions:

- ❖ How well do they understand what is expected of them (i.e., the “rules of the game”) during the TOEFL iBT integrated writing task?
- ❖ What strategies have they learned for taking effective notes during the TOEFL iBT integrated writing lecture?
- ❖ How confident do they feel recognizing and identifying transition words and phrases in the TOEFL iBT integrated writing lecture? If they do not feel confident, what steps can they take to improve their level of confidence?
- ❖ What does it mean to “paraphrase” information? Why is the ability to accurately simplify complex lecture information by paraphrasing it important to their performance on the TOEFL iBT integrated writing task?
- ❖ What tools and strategies have they acquired for drafting, revising and editing their essays?
- ❖ What role do notes taken during the listening (lecture) play in the drafting process?
- ❖ What else can they do (especially outside the classroom) to apply what they have learned in class today to improve their performance on the test?

As a take home activity, the instructor will ask students to think of how they might practice their academic note taking skills outside of class. One good way is by listening to short (two to three minute) online news clips from reputable sources such as CNN and NPR and taking notes as if they were listening to a TOEFL iBT integrated writing lecture. News stories focusing on scientific and historical topics are ideal, since such topics are frequently the subject of TOEFL iBT integrated writing materials. Audio clips with companion print articles are especially useful, since this combination of audio and text is roughly similar to the structure of the integrated writing task (in such cases, students should read the print story first and then listen to the audio file). Students should select one or two news clips to listen to and take notes on, using the strategies they acquired during today's lesson. Students should bring their notes to the next class

session, along with a link to the corresponding audio file (and article, if applicable), so that the instructor can review their work and provide feedback.

*TOEFL iBT Integrated Writing Reading Text*

(Source: Original work based on secondary sources and personal knowledge)

The Phaistos Disc is a small clay disc about fifteen centimeters in diameter that was discovered by an Italian archaeologist in the ruins of the ancient palace at Phaistos on the Greek island of Crete in 1908. Phaistos was the site of a large palatial complex of the ancient Minoan civilization and dates to the middle or late Minoan Bronze Age of the second millennium B.C. The origin of the Phaistos Disc, which is covered on both sides with stamped symbols of an apparently unique and poorly understood script (writing system), has been the subject of much academic debate. Specifically, a number of researchers believe that the disc may be a forgery or a hoax. Several pieces of evidence point in that direction.

First, the symbols on the Phaistos Disc appear to have been carefully stamped using a metal implement of some sort—the ancient equivalent of a printing press. However, this type of writing is unlike any other script from the Minoan period. Other ancient writing systems from the period were drawn by hand into soft clay and then accidentally fired when the palace complexes where the clay tablets were stored caught on fire during earthquakes or other natural disasters. Given the technology available at the time and the absence of any other writing systems from ancient Crete drawn in this way, it is likely that the disc was created far more recently than the second millennium B.C.

Second, the Italian archaeologist who supposedly discovered the Phaistos Disc may have been jealous of a contemporary British archaeologist named Arthur Evans, who had discovered the ruins of the ancient Minoan civilization a few years earlier in 1901. During his excavations at the palace at Knossos, an ancient Minoan city located to the north of Phaistos, Evans discovered the first evidence of ancient Minoan writing, and this discovery led to Evans becoming one of the most famous archaeologists of the twentieth century. The Italian archaeologist who claimed to have discovered the Phaistos Disc may have created the disc in order to prove that his discoveries at Phaistos were just as interesting and important as those at the more famous Knossos. In light of other archaeological hoaxes of the period, such as the Piltdown Man hoax of 1912, the possibility that the Phaistos Disc is a forgery is not out of the question.

Finally, no definitive scientific testing has ever been carried out on the Phaistos Disc to establish its date of origin. Although there were no reliable scientific dating techniques available at the time the Phaistos Disc first came to light, modern methods of dating could be used to answer the question of the disc's origin. A thermoluminescence test, which can determine the date of artifacts by measuring the amount of light energy stored in their minerals, might resolve the issue once and for all. Unfortunately, the Greek museum where the disc is currently displayed has not been interested in allowing such testing, perhaps because if the disc is proved to be a hoax, the museum could lose prestige and see its standing lowered in the archaeological community.

### *TOEFL iBT Integrated Writing Listening Transcript*

(This transcript corresponds to the uploaded audio file and is also original work, with the exception of the two images, which are in the public domain. Students will only see the two pictures and captions below. They will not have access to the listening transcript during the lesson.)

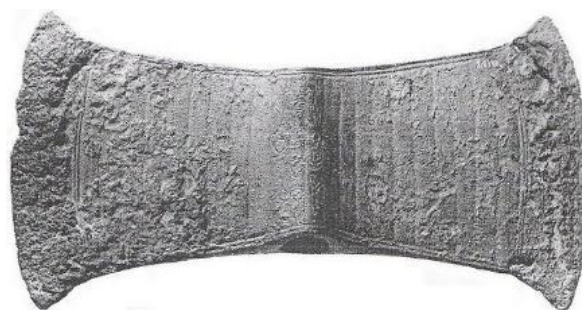
*Now listen to part of a lecture on the topic you just read about.*

Although it's true that there is no definitive proof the Phaistos [FYE-stos] Disc dates to the second millennium B.C., the fact of the matter is that the vast majority of archaeologists believe the disc is authentic. In fact, only a handful of scholars currently question the authenticity of the Phaistos Disc. And it turns out that each of the three theories supporting the idea that the Phaistos Disc is an elaborate hoax has serious problems.

[The following images are displayed on the computer screen while the first paragraph is read:]



**The Phaistos Disc**



**The Arkalochori Axe**

First, the point about the unusual nature of the script. While it's true that the symbols seen on the Phaistos Disc are unusual in that they appear to have been stamped or pressed onto the disc, they are **not** unique, as the reading claims. In fact, an ancient bronze weapon known as the Arkalochori [ar-kuh-low-KOR-ee] Axe, which like the Phaistos Disc dates to the second millennium B.C., contains several symbols that are **almost identical** to those found on the Phaistos Disc. The Arkalochori Axe was discovered in a cave on the island of Crete by a Greek archaeologist in 1934, some twenty-six years *after* the discovery of the Phaistos Disc. Given this discovery, the only plausible way for the Phaistos Disc to be a hoax would be for the axe to be a hoax as well, and that's extremely unlikely.

Second, the suggestion that the Italian archaeologist who discovered the Phaistos Disc forged the artifact because he was jealous of Arthur Evans makes no sense. You see, the first decade of the twentieth century was an extremely active period in European archaeology. Major new discoveries were taking place almost every year, so there was plenty of fame to go around. In addition, the Italian discoverer of the Phaistos Disc was already well-known by the time the disc

was unearthed, having been the inspector of a major museum in Florence since 1902. So it turns out that the claim the archaeologist who discovered the Phaistos Disc had strong reasons to create a forgery is completely unfounded.

Finally, turning to the question of thermoluminescence testing, it is true that this test **could** possibly establish the approximate date the disc was created. However, there is one very good reason why the Greek museum will not allow the test, and that has nothing to do with improper motives on the museum's part. In order to perform the test, the disc would either have to be taken out of the museum and transported to the site where the scientific equipment is located, or else a portion of the disc would have to be permanently removed in order to be tested. In either case, there is a significant risk of damaging the disc. Remember that the Phaistos Disc is almost **four thousand years old**. And don't forget that it's made out of clay. So while the thermoluminescence test **might** tell us the age of the disc, it's just not worth the risk of damaging this ancient treasure. By refusing to allow the test, the Greek museum is really acting in the interests of the Greek people, who are the rightful owners of the disc.

**Prompt:**

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

### *Model TOEFL iBT Integrated Writing Essays at Each Score Point (1-5)*

#### **5-level essay**

The Phaistoc Dish was an ancient artefact found in Greece with unusual writings in it. There arises a strong controversy about if this ancient Dish is a forgery. According to the passage, the Dish is a forgery since it is the only dish with similar ancient writings, the archaeologist from Italy who found it was jealous of an English scientist and the Greek museum won't let any tests on the Dish.

However, the teacher in the listening gave strong reasons to go against each one of the reading's claims. First, it is not really true that the Phaistoc Dish is a unique writing system. In fact there was another type of writing that was similar from an ancient axe found on the same island. This axe was found after the Dish, so it is very unlikely that the Phaistoc Dish is a hoax because the axe would have to be a hoax too and the professor said that is probably not true.

Next, the accusation against the Phaistoc Dish founder is not convincing because he was already famous when he found the Dish so he did not have a reason to make the frauds. He was the professor at an Italian museum and did not have a reason to commit this crime, so the second reason is not valid neither.

The last point I want to make is about the thermoluminescence testing (TLT). According to the lecture its true TLT maybe could give us the age of the Dish but the Greek museum had a good reason to not letting the Dish be tested, because the TLT test could hurt the Dish since the Dish would have to be cut into a piece to take for testing or the Dish would have to leave the museum and could maybe possibly break along the trip. So the Greek museum is not doing anything wrong because they have to protect the Dish since it is a treasure of the Greek people.

*Explanation for score: This essay successfully selects the important information from the lecture and coherently and accurately presents that information in relation to the relevant information presented in the reading. The response is well organized and the occasional language errors present do not result in inaccurate or imprecise presentation of content or connections.*

#### **4-level essay**

This set of materials compares the reasons why the Disc of Phaistos is possibly a fake archeologic artifact. The reading claims that the Disc is a hoax but the lecture says that the reasons from the reading are not all accurate.

One reason why the Disc of Phaistos is an authentic disc is because the script on the Disc is also found on another archaeological discovery known as the Axe of Arkalochori. The reading said that the Disc is a hoax because the writings on the Disc are unique (one of a kind). However the teacher in the lecture said this is not true. The Axe of A. also has similar symbols which means that neither one of them is a fake. Also the lecturer denies the reading's point about the Italian archaeologist. The reading said that the Italian man who found the Disc could fake the Disc for publicity since he was jealous of Mr. Evans. But in actuality the Italian finder of the Disc was

already famous and did not have a reason to create a forgery since he had a good job at the top director of an Italian art museum. Finally the lecture threw doubt on the reading's accusations about the testing of the Disc. Even though the testing could reveal how old is the Disc, the teacher thinks the testing is a bad idea since it could give harms to the Disc (break the disc when it is moved, the laser beam could damage the Disc with the test, etc., etc.). It is not true that the museum holding the disc is trying to hid the truth they just want to keep the disc safe because it is a treasure of the Grecian people, like the teacher said.

*Explanation for score: This essay is generally good in selecting the important information from the lecture and coherently and accurately presenting it in relation to the relevant information in the reading. However, it has minor omissions and vagueness of some content from the lecture (e.g., there is no mention of the fact that the Arkalochori Axe was discovered after the Phaistos Disc, which is an important component of the argument). The language errors, while frequent and noticeable, do not result in anything more than an occasional lapse in clarity or in connection of ideas.*

### **3-level essay**

The Phaistos Disc is a small clay disc that was discovered in the ruins on the island of Crete in 1908. A number of researchers believe that the disc may be a forgery or a hoax for several reasons. First, the symbols on the Disc were stamped using a metal implement. However, this type of writing is unlike any other script from the Minoan period. Second, the Italian archaeologist who discovered the Phaistos Disc may have been jealous of a contemporary archeologist known as Arthur Evans, who had discovered the first evidence of ancient Minoan writing, this discovery led to Evans becoming the most famous archaeologist of the twentieth century. Finally, no definitive scientific testing has even been carried out on the Phaistos Disc to establish its date of origin. A thermoluminescence test, which can determine the date of artifacts, might resolve the issue once and for all.

The listening provides evidences and reasons against the reading. One reason is because the symbols from the Phaistos Disc are not unique, as the reading claims. There has been one famous Italian Axe that was found next to the Phaistos Disc that is similar. How could it be true that both the Disc and the Axe are forgeries? According to the Professor, "that's extremely unlikely." Also the thermoluminescence test will solve the problem "once and for all." But the museum will not allow the test. The reading thinks that its because the museum is hiding the truth but really its because the test will destroy the Disc, possibly. The Disc is an "ancient treasure" and we should not permit a chance to harm the Disc. Also, it is not true that the Italian man is jealous like the reading said.

*Explanation for score: This response contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by omission of one major key point made in the lecture (viz., the second point relating to the possible motives of the Italian archaeologist for forging the disc). Importantly, the close paraphrase of the reading in the first paragraph, while establishing a global connection between the reading and listening, does not contribute to the essay's effectiveness in explaining how the information from the lecture casts doubt on the information from the reading passage.*

## 2-level essay

This Phaistos Disc, which is an ancient Greek treasure, is in hot dispute about if it is a real Disc or not. The reading things the Disc is not real but the teacher things the disc is very real. There was three reasons why the disc is not real. The first reason is because the disc has unique symbols. The second reason is because the archaeologist was jealous. The third reason is because the museum will not give the disc to the scientifics to test. However the teacher gives reasons to go against the reading. The main reason is that the disc is not unique. It looks like an axe that was on the same island. Also Aurther Evans who found the disc has no reason to lie because he is an honest man, according to the teacher. I believe he is honest because a scientist will not lie. These are the main reasons why it is true that the Disc is real. I would like to see the disc to decide if it is real. If I can get a chance to go to Greek to see this disc I will surely try to do it.

*Explanation for score: This essay contains some relevant information from the lecture but is marked by significant omissions of important ideas from the lecture. There is some coverage of the first point, which is creditable at the 2-level for being relevant information, but no significant, accurate coverage of either the second or third points. The writer's personal beliefs and opinion about the topic are irrelevant to the task and do not contribute to the effectiveness of the response.*

## 1-level essay

The Phaistos Disc is a small disc made of clay that contains mysterious writing from the ancient Minoan civilization. The Disc was found in the ruins of the ancient Greek town of Phaistos after a natural disaster. The origin of the disc is a mystery. A number of researchers believe that the disc may be a forgery or even a hoax. Several pieces of evidence point toward that direction.

I do not believe that the disc is a fake. You can see on the disc that it is very artistic and quite unique. No one can read the disc because it is rare writing but that does not mean the disc is fake. Like other ancient axes, this rare writing is a unique treasure. I think that the man who discovered this Phaistos Disc should be very proud since he was the only person to make the discovery (except for the other man who found the axe). There is only one other point I have about the testing. I agree with the testing because it could tell us the true age of the axe. Why the museum won't allow this test? What does the museum trying to hide? In summary, I agree with that the Disc is the real disc. I'm sure most scientists agree with this too.

*Explanation for score: This response provides little meaningful or relevant coherent content from the lecture. All of the information in the essay is taken directly from the reading, merely paraphrases the reading or is irrelevant to the task. The writer's philosophical musings about the Phaistos Disc and its discoverer are not oriented to the task and are not creditable.*



### ***Evaluation Activity 1: Self-Assessment Checklist***

*(Throughout this TOEFL iBT preparation course, students will use the following checklist after completing each integrated writing practice task. Students will be encouraged to compare their self-assessment checklists from previous classes to help track their progress and target areas for improvement.)*

**Instructions:** Use the assessment criteria in the checklist below to help guide your self-assessment of your essay. Check the box next to each statement to describe how you feel about your work. This checklist is designed to help you conduct a candid evaluation of your own work and to help you identify areas for improvement, so try to be as honest as possible. No one but you will see this checklist (you will not be turning it in to your teacher and it will have no effect on your course grade).

On a scale from **1** to **5** (**1**=not very well/not at all, **2**=poor/just a little bit, **3**=fair/somewhat, **4**=good/well, **5**=excellent/quite well), indicate how well you believe you accomplished each of the following objectives.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I was able to complete my essay within the 20 minutes provided (I did not run out of time).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I effectively used my notes from the lecture to draft my essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My essay included at least a global reference to the reading passage, either at the beginning of the essay or incorporated into each of the main lecture points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I did not spend too much time summarizing the content of the reading passage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My language mistakes did not result in inaccuracies or imprecisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My essay was well-organized and included clear and effective transition words and phrases (remember that it is acceptable to use the same transition words and phrases from the lecture).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I selected the important information from the lecture and coherently and accurately presented that information in relation to the relevant information presented in the reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I revised and edited my essay, either at the end of the task or as I went along (remember that either strategy is acceptable as long as you feel comfortable using it; other revising and editing strategies are possible as well).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I did not copy phrases directly from the reading passage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I did not include any irrelevant information, including my personal opinions or beliefs about the lecture or the reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Evaluation Activity 2: Paraphrasing Lecture Information*

Paraphrase each of the following sentences and phrases from the listening (lecture). Try to make your paraphrase as accurate as possible.

*Example:*

**Listening (Lecture)**

*the vast majority of archaeologists believe the disc is authentic*

**Paraphrase**

*most experts think the disc is real*

**Listening (Lecture)**

*each of the three theories supporting the idea that the Phaistos Disc is an elaborate hoax has serious problems*

**Paraphrase**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*they appear to have been stamped or pressed onto the disc*

\_\_\_\_\_

\_\_\_\_\_

*the only plausible way for the Phaistos Disc to be a hoax would be for the axe to be a hoax as well*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*the first decade of the twentieth century was an extremely active period in European archaeology*

\_\_\_\_\_

\_\_\_\_\_

*there was plenty of fame to go around*

\_\_\_\_\_

*the Italian discoverer of the Phaistos Disc was already well-known*

\_\_\_\_\_

\_\_\_\_\_

*the claim the archaeologist who discovered the Phaistos Disc had strong reasons to create a forgery is complete unfounded*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*that has nothing to do with improper motives on the museum's part*

\_\_\_\_\_

\_\_\_\_\_

*In either case, there is a significant risk of damaging the disc.*

\_\_\_\_\_

\_\_\_\_\_

*the Greek museum is really acting in the interests of the Greek people*

\_\_\_\_\_

\_\_\_\_\_