

# TOEFL IBT WRITING TASK 1



**2025-2026**

***WITH 73 REAL QUESTIONS &  
SAMPLE RESPONSES***

DR. HIKMET SAHINER

# **TOEFL WRITING TASK 1**

**2025-2026**

**73 FULL-LENGTH AUTHENTIC PRACTICE TESTS**

**DR. HİKMET ŞAHİNER**

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# **PREFACE**

**TOEFL Writing Task 1 - 2025-2026 is designed to give test takers an edge in responding to the integrated task based on Reading and Listening on the TOEFL Writing Section.**

**This ebook features a total of 73 REAL “Integrated Task” questions and 1-2 sample responses for each of them. In addition to 73 authentic practice tests, it includes thorough review sections to walk test takers through everything they need to know to succeed on the Writing Section of the exam. Test takers will learn how to construct effective responses based on four individual templates.**

**TOEFL Writing Task 1 – 2025-2026 features:**

- Test-taking strategies**
- 2 Templates for high-score responses and Grammar Points**
- 73 full-length practice TOEFL Integrated Writing Task**



## CHAPTER 1. OVERVIEW OF TOEFL IBT INTEGRATED WRITING TASK

■ This task combines a reading passage and a listening passage on an academic topic, followed by a question to which you will type a response. Topics include general information from subject areas such as the arts, general sciences (biology, chemistry, geology, etc.), and social sciences (economics, history, international relations, etc.). You do not need any specialized knowledge to understand the reading or the listening.

■ The Integrated Task is administered as follows:

1. You will have 3 minutes to read the passage; you may take notes while you read.
2. The reading passage will disappear, and then you will listen to an academic lecture on the same topic, but which treats it in a different way - for example, it may contradict or argue against points made in the reading, or it may support the information with additional examples or explanations. You may take notes during the lecture.
3. When the lecture is finished, the reading passage will be shown again on the screen, along with a question about how the lecture and reading are related. The screen is split in half, with the reading appearing on the left and space to type your response on the right.
4. You will then have 20 minutes to write and check your response.

When it is time for you to write your response, you will see this tool bar for the Integrated Task:

TOEFL IBT  
WRITING TEST

PAUSE TEST

Question 1 of 2

CONTINUE VOLUME ? HELP NEXT

HIDE TIME 00:06:38

**Directions:** You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

Biofuel is a fuel made from organic material. It is becoming increasingly popular as an alternative to fossil fuels. This is because, unlike conventional fuels, it can be replenished. In addition, it releases less greenhouse gases into the atmosphere. One of the most popular biofuels is ethanol, which is made by distilling corn. However, it has several negative effects on society. Therefore, it should not be used.

COPY CUT PASTE Word Count: 0



■ For the Integrated Task, you will hear the listening only once, but you will be able to see the reading again while you type your response. For this reason, it is more important to take careful notes during the lecture than during the reading.

■ When you write the response, you should answer the prompt directly. The prompt will ask you to explain how the lecture is related to the reading-therefore, in your writing, you should follow the organization of the lecture (often the lecture and the reading cover points in the same order). Make sure to apply the information in the lecture to the points in the reading.

■ Do not give your personal opinion about the information; do not mention any outside knowledge or points. Only report on information presented in the lecture and the reading.

■ The written responses are read and scored by trained ETS staff. Essays that receive a high score for the Integrated Task:

- include all of the main points mentioned in the lecture, in the same order as in the lecture
- clearly relate each main point in the lecture to information in the reading
- include a variety of sentence structures
- are mostly grammatically accurate
- use sophisticated but appropriate vocabulary
- are about 150-225 words long

## **WHAT IS INTEGRATED TASK?**

■ The Integrated Task combines reading and listening for input, and then a written essay response.

■ First, you have 3 minutes to read a short text on an academic topic. After that, you will hear a short lecture for about 2 minutes on the same topic. Then you will have 20 minutes to write a response in which you

- summarize the points of the lecture
- relate or apply the information in the lecture to the reading

■ Essays that receive the highest scores are around 150-225 words long. You are not asked to give your personal opinion. You will type your answer directly on the computer screen.

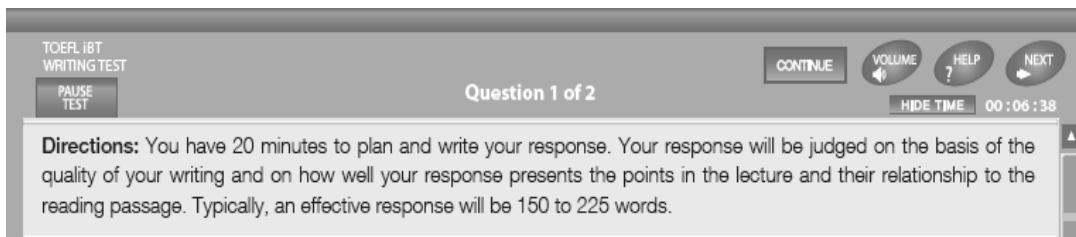
■ If you are not already a proficient typist, spend some time each day practicing typing. There are free games and programs on the Internet that you can use to help you, or you can practice

copying from books or just writing your own thoughts. It takes time to build typing speed and accuracy-you can't improve much in just a few days before the test.

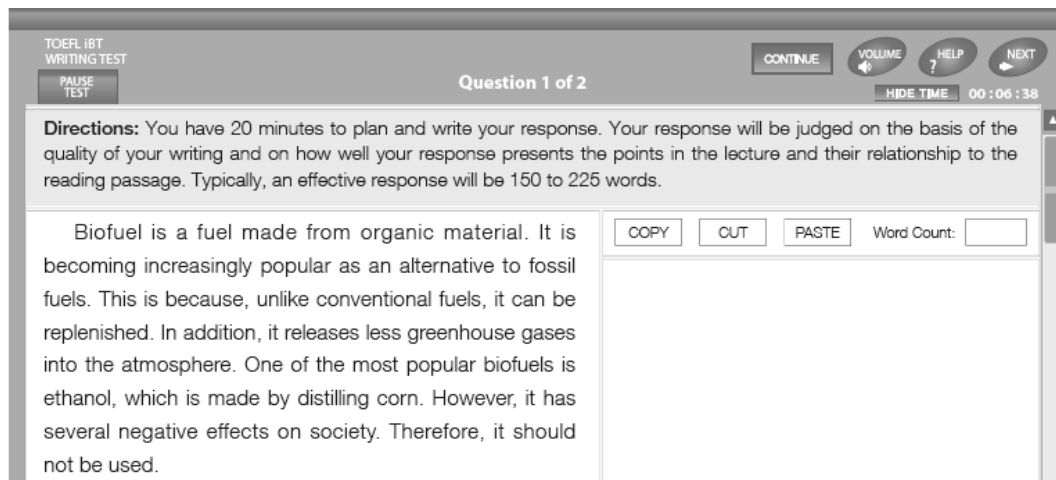
- You can take notes on both the reading passage and the listening passage.
- For the reading passage, make notes about the main idea of the passage and the supporting points. Usually, the main idea will be supported by reasons, arguments, or examples. You can use these notes to help follow the organization of the lecture. You will not be able to see the reading text while you listen to the lecture.
- However, when it is time to write, the reading passage will be shown to you again. For this reason, you should not try to copy every detail from the entire reading passage in your notes.
- For the listening passage, take notes about information or arguments that contradict or refute points in the reading, or that answer questions or challenges brought up in the reading. You will hear the listening passage only once, so take detailed notes from the listening. Some students like to take notes from the reading and leave a lot of space, and then write the corresponding points from the listening into the same outline.
- Before you write, quickly read the passage again and check your notes. Then write a quick outline of your response.
- The following are examples of this type of question:
  - Summarize the points made in the lecture, being sure to explain how they answer questions raised in the reading passage.
  - Summarize the points made in the lecture, being sure to explain how they support the points made in the reading passage.
  - Summarize the points made in the lecture, being sure to explain how they challenge arguments made in the reading passage.
  - Summarize the points made in the lecture, being sure to explain how they cast doubt on claims made in the reading passage.
- In order to answer the question correctly, you must:
  - Directly answer the question.
  - Identify the main idea and supporting points of the listening passage, and cover them in your written response.
  - Understand the relationship between the points in the listening passage and the points in the reading passage, and make this clear in your response.
  - Organize your response in a logical way, using transitions to explain relationships between paragraphs and sentences.

## DR. HİKMET ŞAHİNER

- Use a variety of sentence structures including simple, compound, and complex.
- Use correct sentence structures, appropriate vocabulary, and good grammar.
- ▣ If you have time left, be sure to check your essay and revise if necessary. Never end the task early.
- ▣ First, you will see a computer screen giving you the general directions for the task:



- ▣ Then, when you have finished reading the directions, click "Continue." The next screen will show you the reading text:



- ▣ After 3 minutes, the reading passage will disappear. Then you will see a picture of a professor giving a lecture and hear a lecture on the same topic. You can take notes during the lecture. After the lecture is finished, you will see the reading again, on the left side of the screen. The right side of the screen is where you will write your response.



- A clock in the upper right-hand corner of the tool bar at the top of the screen will count down your time.
- Although there is no "Save" button, everything you type is being saved. When your time is finished, you will see a notice that says, "Stop writing. Your essay has been saved."

## **INTEGRATED TASK QUESTION TOPICS**

- The academic topics in the integrated writing question are similar to those that appear in other sections of the TOEFL iBT. To answer a TOEFL iBT integrated writing question, no specialized knowledge is required. All the information you need is contained in the reading passage and listening selection. The task, integrating information from the two sources, is accessible to all test takers. Here is a list of academic subjects that topics are drawn from.

### **Academic Subjects for Integrated Writing**

- Arts and humanities: literature, art and art history, music and music history
- Sciences: life science, physical science, earth and space science, computer science, engineering
- Social sciences: geography, history, sociology, anthropology, psychology, economics
- Business and management: case studies

## **QUESTION**

■ TOEFL iBT integrated writing questions require you to integrate information from the reading and listening passages. Usually, the question will ask you to say how the information in the lecture challenges or contradicts the information in the reading.

- Summarize the points made in the lecture, making sure to explain how they cast doubt on / oppose / challenge the claims / arguments / theories / specific points made in the reading passage.

## **SIMPLIFIED INTEGRATED WRITING SCORING RUBRIC**

### **5 A level 5 response:**

- Selects relevant and important information from the lecture and presents it in relation to similar information in the reading. Includes supporting detail and examples.
- Is well organized and makes sense. Uses signaling words and phrases to connect information and show the relationships among ideas.
- Includes occasional errors in vocabulary and grammar that do not result in inaccurate or confusing presentation of information or connections among ideas.

### **4 A level 4 response:**

- Generally selects relevant and important information from the lecture and presents it in relation to relevant and important information in the reading, but may have minor inaccuracies, vagueness, or omissions that cause minor confusion to readers.
- Includes errors in vocabulary and grammar that are more frequent than in a Level 5 response, but cause only minor problems with clarity or connection of ideas.

### **3 A Level 3 response:**

- Contains some information from the listening and makes some connections to the reading, but it has one or more of these problems:
- The response addresses the task, but some information may be inaccurate or incomplete.
- Makes only general, vague, or unclear connections between points in the reading and the lecture.

- The response omits one major point made in the lecture.
- Some key points in the lecture or reading, or the connections between them, are unclear, incomplete, inaccurate, or general.
- Vocabulary and grammar errors may be more frequent than in a Level 4 response and may cause confusion to readers.

**2 A Level 2 response:**

- Has some relevant information from the lecture but has inaccuracies or omissions of important ideas from the lecture or makes inaccurate or incomplete connections with information from the reading. A response at this level shows one or more of the following:
- Omits or inaccurately presents the relationship between the lecture and the reading.
- Omits or inaccurately presents important points in the lecture.
- Contains language errors or expressions that obscure meaning.

**A level 1 response:**

- Provides little or no meaningful or relevant information from the lecture.
- Has problems with vocabulary and grammar that make the essay difficult to understand.

**Score 0:**

A response at this level contains only ideas copied from the reading passage, does not address the topic, is not written in English, or is blank.

## **SAMPLE QUESTION 1**

### **READING PASSAGE**

**Reading Time: 3 minutes**

Milk chocolate, a solid, sweet confection made of cocoa extracts with added sugar, condensed or dry milk, and other ingredients, is a good illustration of the challenges of new product development. While milk chocolate may be a common, ordinary product today, its history is a story of technological innovation and competition on a multinational scale.

Candy makers had long desired to make a solid, sweet chocolate. Up until the nineteenth century, solid chocolate was only available in dark unsweetened or semisweet forms. The chief technological issue in making solid milk chocolate was removing the water from the milk. Chocolate has a high content of fat, and previous attempts to create milk chocolate were foiled by the water in milk, because water and fat will not mix. Therefore, chocolate makers began working to find ways to remove the water from milk.

At this point, two major competitors emerged. In Switzerland, a candy maker named David Peter, later joined by business partner Henri Nestle, began developing a process to remove water from milk. At about the same time, in the United States, Milton Hershey began to develop a different process. The challenge that they faced was that as water was extracted from milk, the milk tended to develop a bad taste from fermentation. Peter's solution was to extract the water in a vacuum, which prevented the milk from turning sour. However, Peter's process required a longer research and development process.

To reach the market quickly, Hershey developed another process. That process, still a trade secret, used a special method to break down some of the fats in milk. The fats produced butyric acid, which tended to stop the fermentation but produced an odd sour taste. Hershey was thus able to beat Peter and Nestle to market, ensuring the dominance of his company in the market.

### **LISTENING AUDIO SCRIPT**

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

Professor: Umm ... Good morning class. Today we are continuing our study of factors that result in a product's success. While speed to market is a key factor in capturing and retaining market share, there are other factors that can contribute to one competitor's dominance in the market. Let's take the example of milk chocolate. It's clear, first of all, that Peter's process resulted in a better-tasting bar of milk chocolate than Hershey's process. H-H-However, (stammering) customers accepted Hershey's competing product despite the inferior taste. I am sure that all of you have tasted both kinds and have noticed the difference. All factors being equal, it would seem logical that consumers would prefer the superior taste of Peter's chocolate after tasting it. After all, both products have been in the market nearly the same amount of time.

So what's the difference? Well, ... there are at least two factors that we should consider. First, price. Hershey's process was much cheaper than Peter's. Peter's process took longer in the

factory, consumed more energy, and milk had to be much fresher than in Hershey's process. As a result, Hershey could produce and sell his product at a lower price than Peter. Soooo (short pause) price became a factor.

Second, economic nationalism also played a role. You see, Hershey was unwilling to pay a foreign company a fee to use its process, and consumers wanted to buy a product made in their own country.

These two factors, then, contributed to the acceptance of Hershey's product even when both were side by side in the market. And consumers not only accepted the odd taste of Hershey's chocolate, they began to expect it. That's why today, some candy companies add butyric acid to their products just to duplicate the flavor customers are accustomed to. So we can conclude that consumer behavior is not always logical and that many factors will play into which product consumers will buy.

Directions: You have 20 minutes to plan and write your response. Your response will be judged on the quality of your writing and on how well you present the points in the lecture and their relationship to the reading passage. An effective response will typically be 150 to 225 words.

**Summarize the points made in the lecture you just heard, explaining how they cast doubt on the points made in the reading passage.**

**Response Time: 20 minutes**

■ Here are sample responses to the example TOEFL iBT integrated writing question.

### **Sample Response 1 (Score: 5)**

*The lecture and the reading are on competition and innovation in making milk chocolate. Milk chocolate was impossible to make for a long time because of water in the milk. The fat and water in the chocolate and milk didn't mix. Two different processes were developed to make milk chocolate. In Switzerland, a man named Peter removed water from milk with special process. But it took a long time to developing the process. Hershey developed another process, but the chocolate had bad taste. But it's not clear whether the reason Hershey won was because of speed to market or other factors discussed by professor.*

*According to the reading, customers accepted Hershey's product even though it tasted bad, because it was first to market. People wanted milk chocolate, so they accept the bad taste.*

*The professor gives some other factors. First, Hershey's chocolate was cheaper than Peter's. Peter needed fresh milk and an expensive process to remove the milk. Hershey didn't need very fresh milk, and his process was faster and cheaper than Peter's. So that's one reason that people buyed Hershey's chocolate.*



*The second factor that the professor mention is economic nationalism. People in Europe prefer products from there. And people in U.S. wanted products from their country.*

*Apparently, people accepted the bad taste because of price and nationalism and not speed to market. They didn't buy Peter's chocolate after they tasted it. So, there are many reasons why consumers make decisions, and the reasons are not always obvious.*

■ This response was rated a 5 because it:

- Addresses the question (how the lecture casts doubt on the reading). The reading focuses on one aspect, speed to market. In the lecture, the professor says that speed to market is not the only factor, and that other factors (price and economic nationalism) are important.
- Integrates information from both sources, is organized logically, and contains accurate, relevant information
- Uses signaling words and phrases to show the relationship among the ideas
- Has only minor errors in vocabulary and grammar that do not interfere with understanding

■ Here are some more sample responses to this example question. Read each one.

### **Sample Response 2 (Score: 4)**

*Reading and lecture is about competition for inventing milk chocolate process. There were too processes for making milk chocolate. The reading and the professor disagree about the reason customers choose one process.*

*The reading says that there were too process for making milk chocolate. One process used very fresh milk. This chocolate tasted very good, but it took a long time to invent the process, and was expensive. Other process was cheaper because the milk didn't need to be fresh, and it was faster. It was faster to invent. But the chocolate didn't taste very good because the process used acid.*

*The reading says that Hershey's process was popular because it was first to market. The professor disagree with this idea. He says that customers don't prefer Hershey's chocolate because it was first to market. They prefer it because of price and pride. They bought the chocolate because it was cheap and because it was from their country. Professor called this economic nationalism.*

*So, the two sources disagree. Consumer decisions are not always logic. Consumers consider many factors, like price, country, and first to market. These will cause them to buy a product even if taste bad.*

■ This response was rated a 4 because it:

- Integrates key information from both sources, but the information is more vague than in the Level 5 response

- Flows well, is organized, is clear, and contains only relevant details
- Has more frequent vocabulary and grammar errors than the Level 5 response, but the errors do not interfere with understanding

### **Sample Response 3 (Score: 3)**

*The reading say that inventing milk chocolate was difficult. Two people tryed to invent it, and one succeeded because was first to market. The professor disagree, and think that a different reason is more important.*

*The reading say that Switzerland process different from US process. Peter and Hershey wanted to make milk chocolate. Peter process was expensive but chocolate very delicious. However, Peter taking long time to make process. Hershey think of a different process, it is cheaper, but the chocolate not so good like Peter's. Hershey put acid in chocolate to make it quickly, but taste bad. But people by Hershey chocolate because it first to market. They hungry for chocolate, not worry about taste so much.*

*Professor disagree with reading. He think people buy Hershey chocolate because that chocolate cheaper. Those customers worry about price, not taste.*

*So professor think that customers not logical. For some consumer, logical to by cheaper candy. For another customer, logical to buy very delicious candy. Maybe different customers, both have own logic.*

■ This response was rated a 3 because it:

- Contains many of the key points of the reading and lecture but omits an important key point, economic nationalism
- Integrates information from both sources, but the information is more vague than in the Level 4 response
- Contains the writer's own opinion, which is not relevant to answering the question
- Is well organized and flows
- Has more frequent vocabulary and grammar errors than in the Level 4 response, and at times meaning is unclear

### **Sample Response 4 (Score: 2)**

*The reading say that two kinds of milk chocolate, one taste good another taste bad. Reading say people buy bad chocolate because first to market, but professor disagree.*

*Professor think that people buy bad chocolate because not logical. They want bad product because cheap. Customers should buy product from their country, not because cheap. People hate foreign companies, not buy their product.*

*I think professor tells right idea. People make bad decisions, want bad chocolate because not logical.*

■ This response was rated a 2 because it:

- Attempts to present information from both sources but restates ideas from the reading and listening incorrectly, makes unclear or incorrect connections between ideas, and omits key ideas
- Is choppy and disorganized and does not flow fluently

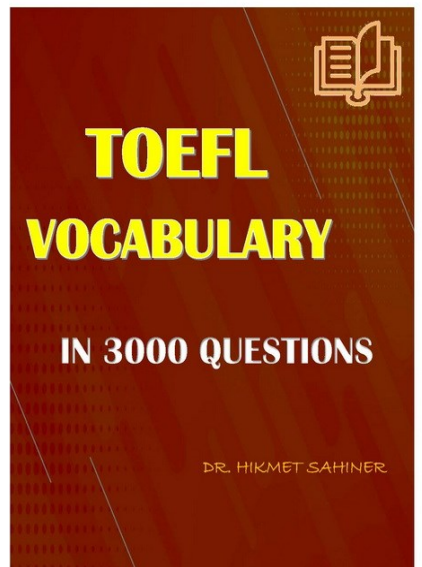
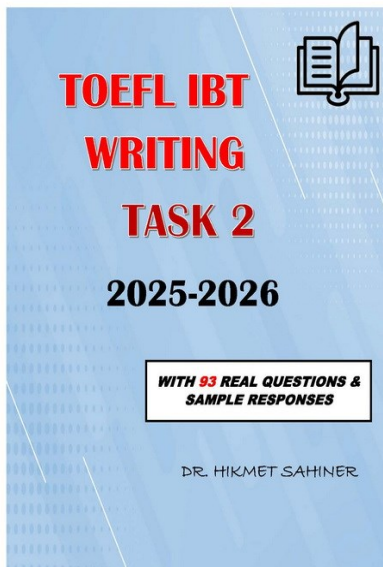
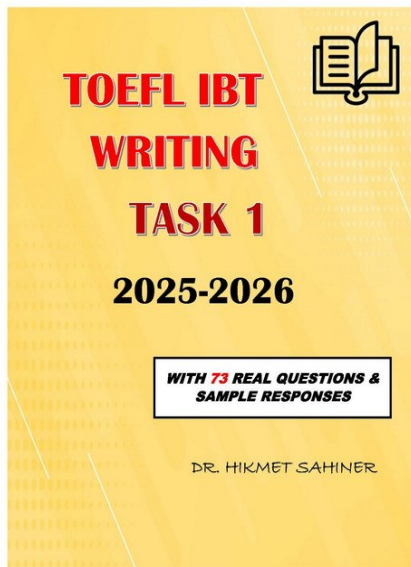
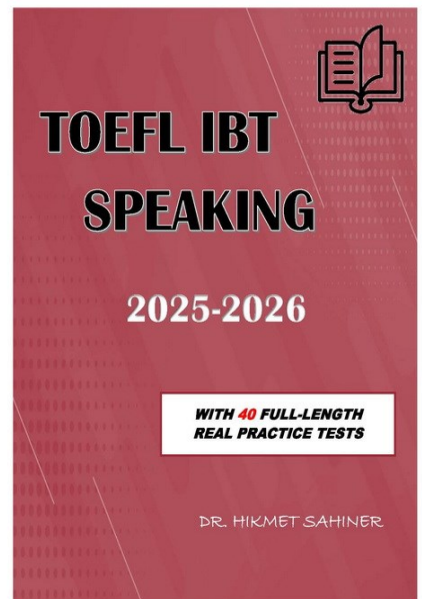
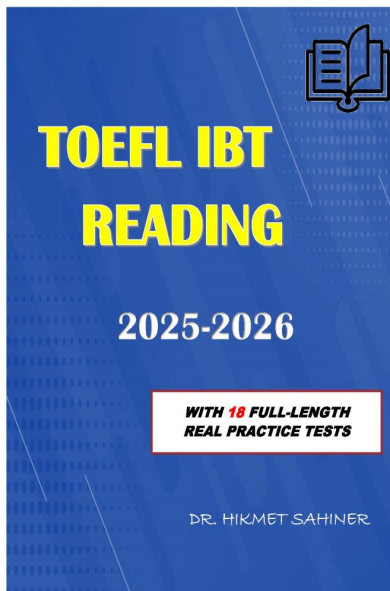
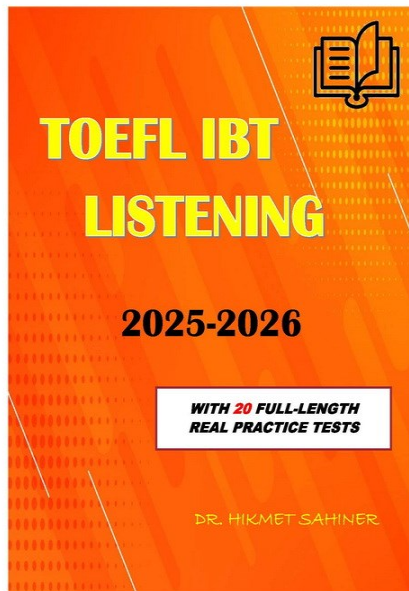
**Sample Response 5 (Score: 1)**

*Professor and reading about chocolate. Some chocolate taste bad because acid. Other chocolate taste good. People like chocolate, not me. Can't eat chocolate because get fat. I am dancer, dancer can't eat chocolate, get fat, can't dance. Professor and reading not tink about me in their idea. Need new chocolate not make fat, taste good. Then more customer buy chocolate.*

■ This response was rated a 1 because it:

- Does not address the topic
- Does not draw on key ideas from the reading and lecture but instead offers the writer's personal opinion, which is not relevant to the essay topic
- Has vocabulary and grammar errors that make ideas unclear and the essay hard to follow

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