

PRACTICE WORKSHEET + FULL ANSWER KEY

TOEFL writing: sentences, emails and discussion

English language preparation; short skill practice. Work through the sections in order, or choose the one that matches this week's topic.

QUESTIONS	SECTIONS	ANSWER KEY	WORKING SPACE
52	5	At the back	Ruled

Name _____ Class _____ Date _____

Before you start

Write for a clear purpose and audience. Start with a complete, accurate sentence, then add information that helps the reader act or understand your position. Review grammar without losing the message.

WORKED EXAMPLE

Make a polite request to a lecturer for information about office hours.

- 1 Name the purpose: you need the available office hours.
- 2 Use a clear request: Could you let me know when you are available this week?
- 3 Add only relevant context and an appropriate closing.

Use this method as your model. Set out your own working the same way.

Common mistakes to avoid

- Using a memorised paragraph that does not answer the prompt
- Adding complex language that obscures the request

There are 52 questions across 5 sections. Write in the ruled space, then mark your work against the answer key at the back. Topics covered: Sentence construction, Purpose and register, Developing a response.

SECTION A Accurate sentences

Start with a complete, accurate sentence, then add the information the reader needs.

1

Arrange into a sentence: the students / after class / discussed / the experiment.

2

Correct: She explain the result clearly yesterday.

3

Correct: There is many reasons for this change.

4

Correct: The data was collected by the researchers and analysed careful.

5

Correct: Although the study was small, but the findings were useful.

6

Join with although: The library is small. It is well used.

7

Combine into one sentence: The class ended. Students stayed to ask questions.

8

Correct: Each of the students have submitted their essay.

9

Rewrite in the passive: The committee approved the proposal.

10

Correct: I look forward to hear from you.

11

Explain one reason to vary sentence length in academic writing.

SECTION B Register and purpose

Write for a clear purpose and audience. Say exactly what you need.

12

Rewrite more politely: Send me the notes now.

13

Rewrite in a more formal register: The results were pretty good.

14

Rewrite less formally: I am writing to enquire about the deadline.

15

Write an opening sentence for an email to a professor about a missed class.

16

Write a closing line for a formal email.

17

Name two features that make an email formal.

18

Explain why a request should state exactly what you need.

19

Write a subject line for an email requesting a meeting.

- 20 Rewrite so the purpose is clear in the first line: I hope you are well. I have a question about something.

- 21 Explain the difference between a request and a demand in tone.

- 22 Write two sentences apologising for a late submission and proposing a solution.

SECTION C Emails and short messages

Put the purpose in the first line. Readers scan before they read.

- 23 Plan an email to a study group: you cannot attend tomorrow and want to suggest another time.

- 24 Write that email in four sentences.

- 25 Write a message asking a classmate to share lecture notes.

- 26 Write a message declining an invitation politely.

- 27 Write an email to a librarian asking whether a book can be reserved.

- 28 Write a two-sentence reply confirming a meeting time.

- 29 Explain why an email should be re-read before sending.

- 30 Name three parts every formal email should include.

- 31 Write a short message asking for feedback on a draft.

- 32 Explain why the first line of an email matters most.

SECTION D Discussion responses

Answer the actual prompt. A memorised paragraph that misses it earns nothing.

- | | |
|---|---|
| <p>33 Write a short response: should university libraries provide more quiet study rooms? Give a reason and an example.</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>38 Add a specific example to this claim: online study is convenient.</p> <p>_____</p> <p>_____</p> |
| <p>34 Write a response to: should students be required to attend every lecture?</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>39 Explain the difference between an example and a generalisation.</p> <p>_____</p> <p>_____</p> |
| <p>35 Write a sentence that agrees with another student and adds one new point.</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>40 Write a one-sentence qualification for a strong claim.</p> <p>_____</p> <p>_____</p> |
| <p>36 Write a sentence that politely disagrees and gives a reason.</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>41 Write a two-sentence response giving a position and a counterpoint.</p> <p>_____</p> <p>_____</p> |
| <p>37 Explain why a discussion response must refer to the question asked.</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>42 Explain why a response should not simply repeat the prompt.</p> <p>_____</p> <p>_____</p> <p>_____</p> |

SECTION E Editing and improving

Review grammar without losing the message.

- | | |
|--|--|
| <p>43 Review your response: name one change that improves clarity and explain why.</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>45 Correct: In my opinion, I think that studying is important.</p> <p>_____</p> <p>_____</p> |
| <p>44 Correct: The reason is because the library closes early.</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>46 Remove the repetition: The results were good results overall.</p> <p>_____</p> <p>_____</p> |

47

Replace the vague word: The thing about the study is its size.

48

Correct the article: She is student at the university.

49

Correct the preposition: We discussed about the plan.

50

Shorten without losing meaning: Due to the fact that it was raining, we stayed inside.

51

Name two things to check in a final proofread.

52

Explain why adding complex language can weaken a response.

Answer key

Work each section before you check it. These are model answers: an equivalent method, or a different well-supported interpretation, can be just as correct.

SECTION A - ACCURATE SENTENCES

1. The students discussed the experiment after class.
2. She explained the result clearly yesterday.
3. There are many reasons for this change.
4. The data were collected by the researchers and analysed carefully.
5. Although the study was small, the findings were useful.
6. Although the library is small, it is well used.
7. After the class ended, students stayed to ask questions.
8. Each of the students has submitted an essay.
9. The proposal was approved by the committee.
10. I look forward to hearing from you.
11. Short sentences make a point land and longer ones link ideas; variety keeps the reader following the argument.

SECTION B - REGISTER AND PURPOSE

12. Could you please send me the notes when you have a chance? Other appropriate requests are acceptable.
13. The results were satisfactory. Other accurate formal versions are acceptable.
14. For example: I wanted to ask about the deadline.
15. A sentence naming the class and the purpose, for example: I am writing about the lecture I missed on Tuesday.
16. For example: Thank you for your time. I look forward to your reply.
17. Full sentences and complete words, and a courteous opening and closing without slang.
18. A vague request forces the reader to guess, which delays a reply.
19. A short, specific line, for example: Request for a short meeting this week.
20. For example: I hope you are well. I am writing to ask whether the report deadline can be extended.
21. A request offers the reader a choice and uses courteous forms; a demand assumes compliance.
22. An apology, a brief reason and a specific proposal such as a new date.

SECTION C - EMAILS AND SHORT MESSAGES

23. Include the reason for writing, a brief relevant explanation, a specific alternative and a courteous closing.
24. Purpose, brief reason, specific alternative and courteous closing.
25. A polite request naming the lecture, and offering something in return where appropriate.

26. Thanks, a brief reason and, where appropriate, an alternative.
27. A clear subject, the book details and a specific question.
28. Confirmation of the time and place, and any brief practical detail.
29. It catches unclear requests, tone problems and errors that would otherwise need a second message.
30. A clear subject line, a purpose stated early and a courteous closing.
31. A polite request naming the draft, the feedback you want and by when.
32. Readers scan; if the purpose is not visible immediately, the message can be misread or delayed.

SECTION D - DISCUSSION RESPONSES

33. A relevant position developed with a reason and an example, for instance that quiet rooms help concentrated reading when shared accommodation is noisy.
34. A clear position with a reason and a specific example or qualification.
35. For example: I agree that quiet rooms help, and I would add that bookable slots would spread demand.
36. For example: I see the appeal of that, but the cost may be better spent on longer opening hours.
37. A memorised paragraph that does not answer the prompt fails regardless of its quality.
38. For example: a recorded lecture lets a student who works evenings watch it at the weekend.
39. An example is a specific instance; a generalisation claims something about a whole group and needs support.
40. A qualifier naming a condition, for example: this is likely where reliable internet access is available.
41. A stated position followed by an acknowledged limitation or opposing consideration.
42. It uses space without adding an idea and shows nothing about your own reasoning.

SECTION E - EDITING AND IMPROVING

43. A specific justified revision, such as replacing an unclear pronoun with the noun it refers to.
44. The reason is that the library closes early.
45. In my opinion, studying is important. Alternatively: I think studying is important.
46. The results were good overall.
47. For example: The limitation of the study is its size.
48. She is a student at the university.
49. We discussed the plan.

- 50. Because it was raining, we stayed inside.
- 51. Verb agreement and tense, and whether every sentence answers the question.
- 52. If the wording obscures the message the reader has to work to find the point, and errors become more likely.

Review and next steps

Mark your work against the answer key, record your score for each section, then answer the three questions below. Bring this page to your next lesson so your tutor can start from what actually blocked you.

Which question did you find hardest, and what exactly stopped you?

Rewrite the corrected working for that question here.

Which section do you want to practise again before your next lesson?

Score record

SECTION	QUESTIONS	NUMBER CORRECT	PRACTISE AGAIN?
A. Accurate sentences	11		
B. Register and purpose	11		
C. Emails and short messages	10		
D. Discussion responses	10		
E. Editing and improving	10		
Total	52		

Keep going with one-to-one support.

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