

TOEFL Writing

Task 1 & Task 2 — Templates + Scored Examples

■ Task 1 (Integrated)	Read · Listen · Write 20 minutes ~150–225 words
🏠 ■ Task 2 (Academic)	Read prompt · Write 30 minutes ~300–400 words
■ Templates	Sentence-by-sentence fill-in structures for both tasks
■ Scored Examples	Full sample essays with band-level commentary
■ Phrase Bank	50+ academic linking phrases and transitions
■ Level	TOEFL iBT (0–30 scoring scale)
■ Cost	Free — Typogrammar.com

TOEFL Writing Score Overview

Score	Task 1 Performance	Task 2 Performance
5 (High)	Accurately summarizes lecture; clearly relates to reading; well organized	Addresses topic fully; well developed ideas; precise language; few errors
4	Generally accurate; minor omissions or vagueness; mostly well organized	Addresses topic; adequate development; some imprecision; occasional errors
3	Some inaccuracy or vagueness; connection to reading may be unclear	Limited development; some off-topic content; noticeable language errors
1–2 (Low)	Major inaccuracies; poor organization; significant language problems	Minimal response; fails to address the task; severe language errors

TASK 1 **Integrated Writing**

20 min | 150–225 words

What Is Task 1?

In Task 1 (Integrated Writing), you first **read an academic passage** (about 250–300 words) for 3 minutes. The passage then disappears and you **listen to a lecture** (about 2 minutes) by a professor who typically challenges, casts doubt on, or contradicts the points made in the reading. Your job is to **write a response of 150–225 words** summarizing how the lecture relates to the reading. You may refer back to the reading while you write.

Key Rules for Task 1

- Summarize the lecture's main points — not the reading's main points.
- Explain how each lecture point relates to (usually contradicts) the reading.
- Use your own words — do not copy sentences directly from the reading.
- Aim for 150–225 words. Shorter responses are penalized.
- Do NOT give your own opinion.
- Do NOT summarize only the reading — focus on the lecture.

Standard 4-Paragraph Structure

Paragraph	Purpose	Approx. Words
1 — Introduction	State that the lecture challenges/casts doubt on the reading	30–40
2 — Point 1	Lecture's first counterpoint vs. reading's first claim	40–55
3 — Point 2	Lecture's second counterpoint vs. reading's second claim	40–55
4 — Point 3	Lecture's third counterpoint vs. reading's third claim	40–55

Task 1 — Fill-In Template

Use this template as your base structure. Replace the **[bracketed placeholders]** with information from the reading and lecture. The blue labels show the function of each sentence.

— PARAGRAPH 1 — INTRODUCTION —

The reading passage argues that **[main claim of the reading — e.g., three-word-formation strategies used by early humans had significant advantages]**.

However, the professor in the lecture **casts doubt on / challenges / contradicts** these claims, arguing that **[brief summary of the lecture's overall stance]**.

Specifically, the professor makes three points that undermine the reading's arguments.

— PARAGRAPH 2 — LECTURE POINT 1 vs. READING POINT 1 —

First, the reading claims that **[reading's first argument]**.

The professor, however, **refutes / challenges / disputes** this by pointing out that **[lecture's counterargument to point 1]**.

According to the professor, **[additional detail or evidence from the lecture]**, which directly contradicts the reading's assertion.

— PARAGRAPH 3 — LECTURE POINT 2 vs. READING POINT 2 —

Second, the reading states that **[reading's second argument]**.

The lecturer, however, argues that **[lecture's counterargument to point 2]**.

The professor explains that **[supporting detail from the lecture]**, thereby undermining the reading's position.

— PARAGRAPH 4 — LECTURE POINT 3 vs. READING POINT 3 —

Finally, the reading suggests that **[reading's third argument]**.

The professor, on the other hand, contends that **[lecture's counterargument to point 3]**.

This **further weakens / casts additional doubt on** the reading's claim that **[restate reading's third point briefly]**.

Useful Language for Task 1

Introducing the lecture's stance

- The professor casts doubt on...
- The lecturer challenges the reading's claim that...
- The professor's lecture contradicts the reading by arguing that...
- According to the professor, the reading's position is problematic because...

Referring to the reading

- The reading passage argues / claims / states / asserts / suggests that...
- According to the reading,...

- The passage contends that...
- The author of the reading maintains that...

Referring to the lecture

- The professor, however, argues / contends / points out / explains that...
- According to the professor,...
- The lecturer provides evidence that...
- The professor counters this by saying that...

Showing contrast

- However,...
- On the other hand,...
- In contrast,...
- This contradicts / undermines / refutes the reading's claim that...
- While the reading suggests X, the professor argues Y.

Task 1 — Sample Question & Scored Response

The Reading Passage (you have 3 minutes to read)

The Benefits of Remote Work

Proponents of remote work argue that it offers significant advantages for both employees and organizations. Three key benefits are frequently cited in support of widespread remote work adoption.

First, remote work substantially increases employee productivity. Without the distractions common in open-plan offices — such as noise, interruptions from colleagues, and unnecessary meetings — workers can focus more deeply on their tasks. Studies from Stanford University have found that remote workers can be up to 13 percent more productive than their office-based counterparts.

Second, remote work dramatically reduces overhead costs for companies. By eliminating or reducing the need for large office spaces, businesses can save considerable sums on rent, utilities, and office supplies. These savings can be redirected toward research, development, or employee benefits, strengthening the organization overall.

Third, remote work improves employee well-being and work-life balance. Employees who work from home eliminate daily commutes, which can be stressful, time-consuming, and expensive. Greater control over their work environment and schedule allows employees to better integrate professional and personal responsibilities, leading to higher job satisfaction and lower turnover rates.

The Lecture (Summary — you listen to this)

What the Professor Says:

Point 1: The professor challenges the productivity claim, arguing that the Stanford study is outdated and did not account for remote workers' home distractions — such as childcare, household chores, and lack of dedicated workspace — which actually reduce focus and output.

Point 2: On cost savings, the professor points out that companies must now invest heavily in cybersecurity infrastructure, remote collaboration tools, and home-office stipends for employees. These new costs often offset or exceed traditional office savings.

Point 3: Regarding well-being, the professor argues that remote work has led to increased social isolation, blurred work-life boundaries, and higher rates of burnout — contradicting the reading's optimistic view of work-life balance.

Writing Prompt:

Summarize the points made in the lecture, being sure to explain how they challenge the specific claims made in the reading passage.

Sample Response — Score: 5/5

[Score: 5 | ~215 words | Estimated Band: High]

The reading passage contends that remote work offers three major advantages: increased productivity, reduced costs for companies, and improved employee well-being. However, the professor in the lecture directly challenges each of these claims, arguing that the evidence supporting them is either flawed or incomplete.

First, the reading asserts that remote workers are significantly more productive, citing Stanford research. The professor, however, disputes this by arguing that the study is outdated and failed to account for the many distractions present in home environments, such as childcare responsibilities and the absence of a dedicated workspace. These factors, the professor contends, actually impair focus and reduce output.

Second, while the reading suggests that companies save money by reducing office space, the professor counters that organizations face substantial new expenditures in remote work settings. Cybersecurity infrastructure, digital collaboration tools, and employee home-office stipends represent significant costs that can offset or surpass the savings achieved by downsizing physical offices.

Finally, the reading claims that remote work enhances employee well-being by eliminating commutes and improving work-life balance. The professor, however, argues the opposite: remote work has contributed to greater social isolation, difficulty separating professional from personal life, and higher rates of burnout among employees. These outcomes undermine the reading's optimistic assessment of remote work's impact on well-being.

Examiner Commentary

- Addresses all three lecture points accurately
- Clearly explains how each lecture point contradicts the reading
- Well-organized 4-paragraph structure
- Precise academic vocabulary throughout
- No personal opinion — response is objective and focused
- Word count within the ideal range (215 words)

TASK 2 Academic Discussion Writing

10 min | ≥ 100 words

What Is Task 2?

In Task 2 (Academic Discussion Writing — introduced in the 2023 TOEFL iBT update), you are presented with an **online classroom discussion**. A professor poses a question, and two students have already shared their views. Your job is to **write your own contribution** to the discussion in **at least 100 words** within 10 minutes. A strong response adds a new perspective, builds on the students' ideas, and uses specific reasons and examples.

Key Rules for Task 2

- State your own clear opinion or position on the professor's question.
- Support your view with specific reasons, examples, or evidence.
- Engage with what the students said — add to, agree with, or contrast their points.
- Write at least 100 words (aim for 120–180 for a strong score).
- Use precise academic vocabulary and varied sentence structures.
- Do NOT simply repeat what the students said without adding your own contribution.
- Do NOT go off-topic — every sentence should relate to the professor's question.

Task 2 Scoring Rubric

Score	Criteria
5	Highly relevant; well-developed with specific support; precise vocabulary; minimal errors; clearly adds to the discussion.
4	Relevant and mostly well-developed; good vocabulary; occasional minor errors; contributes meaningfully to the discussion.
3	Generally relevant but underdeveloped; limited vocabulary range; noticeable errors that sometimes affect clarity.
2	Partially addresses the task; poor development; frequent errors; may simply restate students' ideas without adding new content.
1	Minimally addresses the task; severely limited language; response is mostly incoherent or off-topic.

Task 2 — Fill-In Template

This template fits the 3-paragraph structure most effective for Task 2. Replace **[bracketed placeholders]** with your own ideas.

— PARAGRAPH 1 — YOUR POSITION + ENGAGEMENT WITH CLASSMATES —

I agree with **[Student A / Student B / neither student]** that **[their key point]**; however, I believe the most important consideration is **[your main argument in one clear sentence]**.

OR (alternative opener): While **[Student A]** makes a valid point about **[their argument]**, and **[Student B]** raises an interesting perspective on **[their argument]**, I would argue that **[your position]**.

— PARAGRAPH 2 — FIRST REASON + SPECIFIC EXAMPLE —

The primary reason I hold this view is that **[first reason supporting your position]**.

For instance, **[specific example, personal experience, data, or scenario that illustrates your reason]**.

This demonstrates that **[brief explanation of why the example supports your argument]**.

— PARAGRAPH 3 — SECOND REASON OR COUNTERARGUMENT + CONCLUSION —

Furthermore, **[second reason supporting your position]**. **[Develop with a brief example or explanation]**.

[Optional: Address a potential counterargument] — Although some might argue that **[opposing view]**, I contend that **[your rebuttal]**.

For these reasons, I firmly believe that **[restate your position in different words]**.

Useful Language for Task 2

Stating your opinion

- In my view, ...
- I firmly believe that ...
- From my perspective, ...
- I am convinced that ...
- It is my contention that ...

Agreeing / building on classmates

- I agree with [name]'s point that ... and would add that ...
- Building on what [name] said, I think ...
- [Name] makes an excellent point; I would further argue that ...

Disagreeing / contrasting

- While [name] argues that ..., I believe ...
- Although I understand [name]'s perspective, I would contend that ...
- Unlike [name], I think ... because ...

Giving examples

- For example, ...
- For instance, ...
- A clear illustration of this is ...
- To illustrate, ...
- Consider the case of ...

Concluding

- For these reasons, I believe ...
- In conclusion, ...
- Ultimately, ...
- Therefore, it is clear that ...

Task 2 — Sample Question & Scored Responses

The Online Discussion (what you see on screen)

Professor Martinez:

*This week, we have been discussing the future of higher education. Here is my question for our online discussion: **Do you think universities should make all courses available online for free? Why or why not?** Please share your views and engage with your classmates' responses.*

Aisha (Student):

I strongly believe that universities should offer all courses online for free. Education is a fundamental right, and making courses freely available would give millions of people around the world — particularly those in low-income communities — access to high-quality knowledge that they otherwise could not afford. This would dramatically reduce global inequality.

David (Student):

I respectfully disagree. Universities need tuition revenue to fund research, maintain facilities, and pay qualified professors. If courses were made entirely free, universities would face a severe funding crisis that would ultimately lower the quality of education for everyone. We should find targeted solutions — like scholarships — rather than eliminating fees altogether.

Sample Response A — Score: 5/5 (High)

[Score: 5 | ~165 words | Strong Response]

I agree with Aisha that access to education is a critical issue, but I think David raises an equally important point about sustainability. In my view, the most effective solution is a hybrid model: universities should make foundational courses freely available online while charging fees for advanced courses, certifications, and in-person components.

The primary reason I support this approach is that it balances inclusivity with financial viability. For example, platforms like MIT OpenCourseWare already offer thousands of free lectures and materials without threatening the university's ability to fund cutting-edge research. This demonstrates that free access and institutional quality need not be mutually exclusive.

Furthermore, a tiered system could actually increase university revenue in the long run. Students who access free introductory content may be more likely to invest in paid certificate programs once they recognize the value of the institution's offerings. For these reasons, I believe a hybrid model is a more practical and equitable solution than either extreme position.

- Clear position stated immediately
- Engages with BOTH students' ideas
- Specific example (MIT OpenCourseWare)
- Second reason well-developed
- Strong academic vocabulary throughout
- Logical structure; no grammar errors

Sample Response B — Score: 3/5 (Mid-Range)

[Score: 3 | ~100 words | Areas for Improvement Shown]

I think universities should make courses free online. Education is very important for everyone. If courses are free, more people can study and get better jobs. Aisha said it is a right and I agree with her. David says there is no money but I think governments can pay for it.

For example, in some countries the government pays for university. This is good because everyone can go. I believe free education is better for society and will help poor people the most. So I think all universities should be free online.

- ■ Position stated but not developed with strong reasoning
- ■ Example is vague — 'some countries' needs a specific name
- ■ David's argument is dismissed too simply — needs a stronger rebuttal
- ■ Vocabulary is basic and repetitive (good, better, important)
- ■ Sentence structures are short and simple — needs more variety

Academic Phrase Bank — 50+ Essential Expressions

Use these phrases to elevate the sophistication of both your Task 1 and Task 2 responses.

Introducing an argument

- It is widely acknowledged that ...
- There is compelling evidence to suggest that ...
- A growing body of research indicates that ...
- It has been demonstrated that ...
- One of the most significant aspects of this issue is ...

Adding information

- Furthermore, ...
- Moreover, ...
- In addition, ...
- What is more, ...
- Not only ... but also ...
- It is also worth noting that ...

Showing contrast

- However, ...
- Nevertheless, ...
- On the other hand, ...
- Despite this, ...
- In contrast, ...
- While this may be true, ...
- Notwithstanding ...

Cause and effect

- As a result, ...
- Consequently, ...
- Therefore, ...
- This leads to ...
- This has resulted in ...
- Due to ...
- Owing to ...
- Hence, ...

Giving examples

- For example, ...
- For instance, ...
- To illustrate, ...
- A clear example of this can be seen in ...
- Consider the case of ...
- This is exemplified by ...

Conceding a point

- Admittedly, ...
- It is true that ...
- Although ... it is important to note that ...
- While it cannot be denied that ...
- One could argue that ... however ...

Concluding

- In conclusion, ...
- To summarize, ...
- Ultimately, ...
- In light of the above, ...
- For these reasons, ...
- It is therefore clear that ...
- Taking everything into account, ...

Hedging / academic caution

- It could be argued that ...
- It seems that ...
- There is reason to believe that ...
- Evidence suggests that ...
- This may indicate that ...
- It is possible that ...
- It appears that ...

7-Day TOEFL Writing Study Plan

Follow this plan to systematically improve your writing score before test day.

Day	Focus	Activity
Day 1	Understand the tasks	Read this PDF fully. Study the task formats, scoring rubrics, and templates.
Day 2	Task 1 — Template practice	Find a TOEFL practice reading + lecture. Use the Task 1 template to write your response.
Day 3	Task 1 — Timed practice	Complete a full Task 1 in 20 minutes. Compare your response to the sample. Note gaps.
Day 4	Task 2 — Template practice	Find a Task 2 discussion prompt. Use the template to plan and write your response.
Day 5	Task 2 — Timed practice	Complete a full Task 2 in 10 minutes. Self-evaluate against the scoring rubric.
Day 6	Vocabulary + phrases	Study the phrase bank. Write 10 original sentences using new phrases. Review common errors.
Day 7	Full timed simulation	Complete both Task 1 (20 min) and Task 2 (10 min) back to back. Evaluate and repeat.

Top 10 Tips for a High TOEFL Writing Score

- Task 1:** Always focus on the LECTURE, not the reading. Examiners want to see how the lecture relates to the reading.
- Task 1:** Cover all three points the professor makes. Missing one will lower your score significantly.
- Task 2:** State your position clearly in the very first sentence. Don't wait until the end.
- Task 2:** Always engage with the classmates' comments — agree, disagree, or add to their ideas.
- Both tasks:** Use the templates until they feel natural, then adapt them to the specific prompt.
- Vocabulary:** Replace simple words with more precise academic alternatives (e.g., 'good' → 'beneficial', 'show' → 'demonstrate').
- Sentences:** Vary your sentence length and structure. Mix short clear sentences with longer complex ones.
- Transitions:** Use linking phrases from the phrase bank to connect ideas smoothly and logically.
- Length:** For Task 1, stay within 150–225 words. For Task 2, aim for 120–180 words (well above the 100-word minimum).
- Proofread:** Reserve the final 2–3 minutes of each task to check for spelling, grammar, and punctuation errors.

Find more free TOEFL resources at typogrammar.com