

TOEFL Writing Task 2 (2026)

Editing, Accuracy, and Error Repair for *Write an Email*

Introduction: Why Editing Matters (But Not on Test Day)

In TOEFL Writing Task 2 (*Write an Email*), many students lose points not because their ideas are weak, but because of **small, repeated errors** in grammar, spelling, word choice, punctuation, and tone.

The challenge is that you only have **7 minutes** to write your email. That means you will **not have time to carefully edit** your writing during the exam. You cannot stop to fix every sentence or look for every mistake.

For this reason, successful TOEFL writers do not rely on editing during the test. Instead, they **practice editing before the test** so that common errors do not appear in the first place.

The goal of this lesson is to help you:

- Understand the most common errors in TOEFL email writing
- Learn how to **identify and repair** those errors
- Practice using a clear editing framework so your writing becomes **cleaner automatically**

You will edit **now**, so you don't need to edit **later**.

How TOEFL Evaluators Notice Errors

TOEFL evaluators do not lower your score because of **one small mistake**. Everyone makes minor errors under time pressure.

However, evaluators *do* notice:

- **Repeated errors** (the same mistake again and again)
- Errors that **affect clarity**
- Errors that create an **inappropriate tone**
- Patterns that make the writing feel careless or rushed

For example:

- One missing article is not a problem
- Missing articles in every paragraph *is* a problem

This is why identifying **patterns** in your writing is more important than fixing isolated mistakes.

The G.R.A.M.M.A.R.S. Editing Framework

To help you practice efficiently, this lesson uses a simple framework called **G.R.A.M.M.A.R.S.**

This checklist is designed for **practice**, not for test day.

G.R.A.M.M.A.R.S. stands for:

- **G** – Greeting & Sign-off
- **R** – Register (tone and audience)
- **A** – Articles (a / an / the)
- **M** – Modals for politeness (could, would)
- **M** – Mechanics (capitalization, punctuation)
- **A** – Agreement (subject-verb agreement)
- **R** – Run-ons and sentence length
- **S** – Spelling (high-frequency TOEFL words)

You will use this framework after practice emails to train your accuracy and awareness.

G — Greeting & Sign-off

Every TOEFL email must include:

- A **greeting**
- A **closing sentence**
- A **sign-off**

Common problems include:

- Missing greetings
- Using greetings that are too casual
- Using informal sign-offs such as *Cheers* or *Thanks!!!*

Compare:

Less appropriate

Hi professor,
Thanks!!!

More appropriate

Dear Professor Lee,
Thank you for your assistance.
Best regards,
Alex Martinez

Your greeting and sign-off should always match **who you are writing to**.

R — Register (Tone & Audience Awareness)

Register refers to how formal or informal your language is.

In TOEFL Writing Task 2, you may write to:

- A **professor**
- A **university staff member**
- A **classmate**

Each relationship requires a different tone.

Common register errors include:

- Language that is too casual (*I wanna ask...*)
- Language that is too direct (*Send me the information.*)
- Language that is emotional or urgent (*ASAP!!!*)

TOEFL-safe emails use **neutral, polite, professional language**, especially when writing to professors or staff.

A — Articles (a / an / the)

Articles are small words, but they strongly affect clarity.

Common article problems in TOEFL emails:

- Missing *the* with specific nouns
- Missing *a* with singular count nouns

Compare:

Incorrect

I am writing to ask about assignment.

Correct

I am writing to ask about the assignment.

You do not need perfect article use, but repeated article errors can make your writing harder to read.

M — Modals for Politeness

Modals help soften requests and make your tone more polite.

Common polite modals include:

- *could*
- *would*
- *might*

Compare:

Too direct

Please send me the information.

More polite

I would appreciate any information you can provide.

TOEFL Writing Course 2026: [http://bettertoeflscor.com](https://www.youtube.com/playlist?list=PLH9Un-TOEFL Speaking and Writing Feedback Service: <a href=)

Using modals helps your writing sound respectful and appropriate for academic communication.

M — Mechanics (Capitalization, Punctuation, Formatting)

Mechanics include:

- Capitalizing **I**
- Capitalizing titles and names
- Using punctuation correctly

Common TOEFL email problems:

- No capital letters in greetings
- Missing periods
- Too many exclamation points

Important reminder:

One exclamation point is usually too many for TOEFL emails.

Clean mechanics make your writing easier to read and more professional.

A — Agreement (Subject–Verb Agreement)

Subject–verb agreement errors often appear under time pressure.

Common examples:

- Missing **-s** in third-person singular verbs
- Confusion between singular and plural nouns

Compare:

Incorrect

She explain the policy in class.

Correct

She explains the policy in class.

One agreement error is not serious, but repeated agreement errors weaken your overall accuracy.

R — Run-ons and Sentence Length

Under time pressure, students often write sentences that are too long.

Run-on sentences:

- Combine too many ideas
- Reduce clarity
- Increase grammar mistakes

Compare:

Too long

I am writing to ask about the exam because I reviewed the syllabus but I am still confused about the format.

Clearer

I am writing to ask about the exam format. I reviewed the syllabus, but I am still unclear about one detail.

Shorter sentences are safer and clearer in TOEFL emails.

S — Spelling (High-Frequency TOEFL Words)

Spelling mistakes are common in TOEFL emails because students reuse the same words:

- *assignment*
- *information*
- *schedule*
- *receive*
- *response*

You will not have time to spell-check during the exam.

This is why spelling practice must happen **before test day**, until these words become automatic.

How to Use G.R.A.M.M.A.R.S. While Studying

After each practice email:

1. Read your email once for meaning
2. Read it again using **G.R.A.M.M.A.R.S.**
3. Look for **patterns**, not perfection
4. Fix repeated errors
5. Track which errors happen most often

If you practice this checklist while studying, you won't need it on test day—because your brain will already be trained to avoid these mistakes.

Test-Day Reminder

On test day:

- Do **not** run a checklist
- Do **not** rewrite sentences
- Do **not** panic about small mistakes

Trust your preparation.

What Comes Next

In the next section, you will practice **editing real TOEFL-style email responses**. You will look for errors related to **G.R.A.M.M.A.R.S.** and repair them.

This practice will help turn rules into habits.

Editing Practice: TOEFL Example Email 1

Focus: G.R.A.M.M.A.R.S. (Highly Guided)

Practice Exercise 1

Scenario

You are a **student writing to a professor** to ask for clarification about an upcoming exam.

Bullet Points (Purpose of the Email)

The email should:

- Ask about the **format** of the exam
 - Mention that you **reviewed the syllabus**
 - Request **clarification politely**
-

Your Task

Read the email below carefully.

 **Find exactly 8 errors** in this email.

Focus on the following **G.R.A.M.M.A.R.S. categories**:

- **G** – Greeting & sign-off
- **R** – Register (tone)
- **A** – Articles
- **M** – Mechanics (capitalization / punctuation)
- **A** – Agreement
- **R** – Run-ons / sentence clarity
- **S** – Spelling

Do **not** rewrite the entire email. Your goal is to **identify and correct the errors**.

Example TOEFL Email (With Errors)

(Approx. 150 words)

Subject: question about exam format

hi professor smith,

I am writing to ask about exam format for next week because I want to make sure I prepare in correct way. I reviewed syllabus carefully and also looked at the announcements on canvas, but I am still confuse about whether the exam include short answer questions or only multiple choice questions. This information is important for my study plan.

I have been reviewing my notes and readings regularly, but I am not sure if I should spend more time practicing written responses. please let me know as soon as possible!!! I really appreciate your help and time.

thanks,

alex

Corrected Email Version + Analysis

Subject: Question about Exam Format

Dear Professor Smith,

I am writing to ask about **the** exam format for next week because I want to make sure I prepare in **the** correct way. I reviewed **the** syllabus carefully and also looked at the announcements on Canvas, but I am still **confused** about whether the exam **includes** short-answer questions or only multiple-choice questions. This information is important for my study plan.

I have been reviewing my notes and readings regularly, but I am not sure if I should spend more time practicing written responses. **Please let me know when possible.** I really appreciate your help and time.

Thank you,
Alex

Brief Analysis of Errors

1. Greeting (G)

- *hi professor smith*, → informal and not capitalized
- Corrected to *Dear Professor Smith*,

2. Articles (A)

- *ask about exam format* → missing **the**
- *reviewed syllabus* → missing **the**

3. Agreement (A)

- *the exam include* → verb does not agree with singular subject
- Corrected to *the exam includes*

4. Spelling (S)

- *confuse* → incorrect word form
- Corrected to *confused*

5. Mechanics (M)

- Capitalization errors (*hi*, *subject line*, *canvas*, *alex*)
- Multiple exclamation points

6. Register (R)

- *as soon as possible!!!* → too urgent and emotional for a professor
- Replaced with *when possible*

7. Run-on / Clarity (R)

- Long sentence in first paragraph combines multiple ideas
- Improved clarity through minor restructuring

8. Sign-off (G)

- *thanks*, and *alex* → too informal and not capitalized
- Corrected to *Thank you*, and *Alex*

Why This Practice Matters

These are **exactly the kinds of errors** students make under time pressure. None of them are advanced, but together they affect **clarity, tone, and overall impression**, which directly impacts your TOEFL Writing score.

Editing Practice: TOEFL Example Email 2

Focus: G.R.A.M.M.A.R.S. (Moderately Guided)

Practice Exercise 2

Scenario

You are a **student writing to a university staff member** in the **financial aid office** to ask about a missing document.


Bullet Points (Purpose of the Email)

The email should:

- Explain that a document is marked as missing
 - Mention that you **submitted it previously**
 - Ask politely what steps to take next
-

Your Task

Read the email below carefully.

 **Find exactly 7 errors** in this email.

This time, you are **not told every category**.

However, you should expect errors related to:

- **Register**
- **Mechanics**
- **Articles**
- **Agreement**
- **Spelling**

Do **not** rewrite the entire email. Identify and correct the errors.

Example TOEFL Email (With Errors)

(Approx. 150 words)

Subject: missing financial aid document

Dear Financial Aid office,

I am writing because I noticed on my student portal that one document is still missing for my financial aid application. I submit the verification form last week and I believe that it should already be processed. Because of this issue, I am worry that my aid may be delayed.

I reviewed my email confirmations and uploaded all required documents, so I am not sure what else I need to do. please let me know what steps I should take next or if I need to submit the form again. I would appreciate if you could help me resolve this problem as soon as possible.

Thank you,
Alex

Corrected Version + Analysis

Corrected Email

Subject: Missing Financial Aid Document

Dear Financial Aid Office,

I am writing because I noticed on my student portal that one document is still missing from my financial aid application. I **submitted** the verification form last week, and I believe that it should already be processed. Because of this issue, I am **worried** that my aid may be delayed.

I reviewed my email confirmations and uploaded all required documents, so I am not sure what else I need to do. **Please** let me know what steps I should take next or if I need to submit the form again. I would appreciate **it** if you could help me resolve this problem **when possible**.

Thank you,
Alex

Brief Analysis of Errors

1. Mechanics (M)

- Subject line not capitalized
- *office* not capitalized in greeting
- *please* not capitalized at sentence start

2. Agreement / Verb Tense (A)

- *I submit the verification form* → incorrect tense
- Corrected to *I submitted*

3. Spelling (S)

- *worry* → incorrect form
- Corrected to *worried*

4. Articles / Prepositions (A)

- *missing for my financial aid application* → unclear
- Corrected to *missing from my financial aid application*

5. Register (R)

- *as soon as possible* → slightly urgent for staff
- Replaced with *when possible*

6. Sentence Structure (R)

- Missing object in *I would appreciate if you could help*
- Corrected to *I would appreciate it if you could help*

7. Clarity / Politeness (R)

- Tone softened to sound professional and service-oriented
-

Why This Practice Matters

This email contains **fewer obvious errors** and more **tone-related issues**, which are harder to notice—but very common on the TOEFL. Training yourself to catch these patterns now will help you write more natural, professional emails on test day.

<http://bettertoeflscores.com>

Practice Exercise 3

Scenario

You are a **student writing to a classmate** about a **group presentation**. You want to confirm responsibilities and the presentation order.

Bullet Points (Purpose of the Email)

The email should:

- Confirm who is presenting each section
 - Mention the presentation date
 - Ask the classmate to confirm the plan
-

Your Task

Read the email below carefully.

 **Find the errors in this email.**

This time:

- You are **not told exactly how many errors**
- You are **not told which categories** to focus on

However, all errors come from the **G.R.A.M.M.A.R.S. framework**.

Your goal is to **identify and correct the errors**, not rewrite the entire email.

Example TOEFL Email (With Errors)

(Approx. 150 words)

Subject: group presentation plan

Hi Maria,

I wanted to follow up about our group presentation that is schedule for next Tuesday. I think it would be good if we review the plan one more time to make sure everything is clear.

Based on our last discussion, you were going to present the introduction and the first main point, and I will handle the second main point and conclusion.

I already prepared my slides, but I am not sure if they match with yours. Also, I wanted to ask if you still agree with the presentation order or if you prefer to switch it. let me know what you think and when you are available to meet before class. I think meeting once more could be helpful for us.

Thanks,
alex

Corrected Version + Analysis

Corrected Email

Subject: Group Presentation Plan

Hi Maria,

I wanted to follow up about our group presentation that is **scheduled** for next Tuesday. I think it would be a good idea if we **review** the plan one more time to make sure everything is clear. Based on our last discussion, you were going to present the introduction and the first main point, and I will handle the second main point **and the** conclusion.

I already prepared my slides, but I am not sure if they **match** yours. Also, I wanted to ask if you still agree with the presentation order or if you would prefer to switch it. **Let** me know what you think and when you are available to meet before class. I think meeting once more could be helpful for us.

Thanks,
Alex

Brief Analysis of Errors

1. Spelling (S)

- *schedule* → incorrect form
- Corrected to *scheduled*

2. Mechanics (M)

- Subject line not capitalized
- *let* not capitalized at the start of a sentence
- *alex* not capitalized in sign-off

3. Agreement / Word Form (A)

- *match with yours* → unnecessary preposition
- Corrected to *match yours*

4. Articles (A)

- *and conclusion* → missing article

- Corrected to *and the conclusion*

5. Sentence Clarity (R)

- Minor phrasing adjustments to improve flow and clarity
- No change in meaning, only precision

Why This Practice Matters

This email is generally clear, which is why the errors are **harder to notice**. These are exactly the kinds of small mistakes that appear when students feel comfortable—and exactly the mistakes TOEFL evaluators still notice.

Practice Exercise 4

Scenario

You are a **student writing to an academic advising office** to ask about **course registration restrictions** for the upcoming semester.

Bullet Points (Purpose of the Email)

The email should:

- Explain that you tried to register for a course
 - Mention that the system blocked registration
 - Ask politely for guidance on next steps
-

Your Task

Read the email below carefully.

Find the errors in this email.

At this stage:

- You are **not told how many errors**
- You are **not told which categories** to look for

All errors come from the **G.R.A.M.M.A.R.S. framework**.

Identify and correct the errors, but **do not rewrite the entire email**.

Example TOEFL Email (With Errors)

(Approx. 150 words)

Subject: problem with course registration

Dear Academic Advising,

I am writing because I try to register for PSYC 320 for the upcoming semester, but the system did not allow me to enroll. When I attempted to add the course yesterday, I received a message saying that I do not meet requirement for this class, even though I completed the prerequisite last term.

I reviewed my academic record and I believe everything is updated correctly. Because of this issue, I am not sure what should I do next or who I should contact for help. please let me know if there are additional steps I need to complete or if I should wait until registration open again.

Thank you,
Alex

Corrected Version + Analysis

Corrected Email

Subject: Problem with Course Registration

Dear Academic Advising,

I am writing because I **tried** to register for PSYC 320 for the upcoming semester, but the system did not allow me to enroll. When I attempted to add the course yesterday, I received a message saying that I do not meet **the requirement** for this class, even though I completed the prerequisite last term.

I reviewed my academic record, and I believe everything is updated correctly. Because of this issue, I am not sure **what I should do** next or who I should contact for help. **Please** let me know if there are additional steps I need to complete or if I should wait until registration **opens** again.

Thank you,
Alex

Brief Analysis of Errors

- **Verb tense:** *I try* → *I tried*
 - **Articles:** *meet requirement* → *meet the requirement*
 - **Word order:** *what should I do* → *what I should do*
 - **Mechanics:** Subject line and sentence capitalization errors
 - **Agreement:** *registration open* → *registration opens*
 - **Tone/Register:** Minor polishing to maintain professional, neutral tone
-

Why This Practice Matters

At this level, the email is **mostly correct**, which makes errors harder to notice. TOEFL evaluators still see these issues, especially when they repeat. Practicing at this difficulty level prepares you for **real test conditions**, where errors are subtle and time pressure is high.

Practice Exercise 5

Scenario

You are a **student writing to a professor** to **follow up on feedback** you received on a recent assignment.

Bullet Points (Purpose of the Email)

The email should:

- Refer to feedback on a graded assignment
 - Ask a clarifying question
 - Maintain a respectful academic tone
-

Your Task

Read the email below carefully.

 **Find and correct the errors in this email.**

You are **not told how many errors** there are and **not told which types** to look for.

All errors come from the **G.R.A.M.M.A.R.S. framework**.

Do **not** rewrite the entire email.

Example TOEFL Email (With Errors)

(Approx. 150 words)

Subject: question about assignment feedback

Dear Professor Adams,

I am writing to follow up on the feedback you gave me on my research summary assignment. I received the grade last friday and I had some question about one of the comments you wrote. In particular, you mentioned that my explanation of the main idea was unclear, but I was not completely sure what part need more development.

I reviewed my paper again and tried to identify the issue, however I am still a little confuse about how I can improve this section. I would appreciate if you could give me some suggestion or let me know if we can discuss it during office hours. thanks for your time and consideration.

sincerely,
alex

Corrected Version + Analysis

Corrected Email

Subject: Question about Assignment Feedback

Dear Professor Adams,

I am writing to follow up on the feedback you gave me on my research summary assignment. I received the grade last **Friday**, and I had some **questions** about one of the comments you wrote. In particular, you mentioned that my explanation of the main idea was unclear, but I was not completely sure which part **needed** more development.

I reviewed my paper again and tried to identify the issue; however, I am still a little **confused** about how I can improve this section. I would appreciate **it** if you could give me some **suggestions** or let me know if we can discuss it during office hours. **Thank you** for your time and consideration.

Sincerely,
Alex

Brief Analysis of Errors

- **Mechanics:** Subject line, capitalization of *Friday*, sign-off capitalization
- **Plural forms:** *some question* → *some questions*
- **Agreement:** *what part need* → *which part needed*
- **Spelling / word form:** *confuse* → *confused*
- **Sentence structure:** Comma splice fixed with semicolon
- **Articles / objects:** Missing *it* in *I would appreciate if*
- **Register:** Informal *thanks* replaced with formal closing

Why This Practice Matters

This email looks **very close to correct**, which is exactly why it's challenging. These are the kinds of errors students miss when they feel confident—and the kinds evaluators still notice. Practicing at this level prepares you to write **clean, professional emails under time pressure**.

Practice Exercise 6

Scenario

You are a **student writing to a university staff member** in the **library services office** about a **fine that appears on your account**.

Bullet Points (Purpose of the Email)

The email should:

- Ask about a library fine
 - Explain why you believe it may be incorrect
 - Request clarification politely
-

Your Task

Read the email below carefully.

 **Find and correct the errors in this email.**

You are **not told how many errors** there are and **not told which types** to look for.

All errors come from the **G.R.A.M.M.A.R.S. framework**.

Do **not** rewrite the entire email.

Example TOEFL Email (With Errors)

(Approx. 150 words)

Subject: library fine on my account

Dear Library Services,

I am writing regarding a fine that currently appear on my student account. According to the library system, I was charged for returning a book late last week. However, I returned the book on the due date, and I also received a confirmation email showing it was checked in on time.

I already check my borrowing history online and everything seem correct. Because of this, I am confuse about why the fine was added. I would appreciate if you could review this issue and let me know if there is something else I need to do. Please tell me what information should I provide to resolve this matter.

Thank you,
Alex

Corrected Version + Analysis

Corrected Email

Subject: Library Fine on my Account

Dear Library Services,

I am writing regarding a fine that currently **appears** on my student account. According to the library system, I was charged for returning a book late last week. However, I returned the book on the due date, and I also received a confirmation email showing it was checked in on time.

I already **checked** my borrowing history online, and everything **seems** correct. Because of this, I am **confused** about why the fine was added. I would appreciate **it** if you could review this issue and let me know if there is something else I need to do. Please let me know what information **I should** provide to resolve this matter.

Thank you,
Alex

Brief Analysis of Errors

- **Agreement:** *fine that currently appear* → *appears*
- **Verb tense:** *I already check* → *I already checked*
- **Agreement:** *everything seem* → *everything seems*
- **Word form:** *confuse* → *confused*
- **Sentence structure:** Missing object in *I would appreciate if*
- **Word order:** *what information should I provide* → *what information I should provide*
- **Mechanics:** Subject line capitalization

Why This Practice Matters

At this stage, the email is **clear and polite**, and the errors are easy to miss. This is exactly how TOEFL writing feels under time pressure. Training yourself to notice these subtle patterns now helps ensure your final exam response feels **clean, controlled, and professional**.

Practice Exercise 7

Scenario

You are a **student writing to a professor to request an office hours meeting** to discuss progress in the course.

Bullet Points (Purpose of the Email)

The email should:

- Request a meeting during office hours
 - Explain why you would like to meet
 - Maintain a polite academic tone
-

Your Task

Read the email below carefully.

Find and correct the errors in this email.

You are **not told how many errors** there are and **not told which types** to look for.

All errors come from the **G.R.A.M.M.A.R.S. framework**.

Do **not** rewrite the entire email.

Example TOEFL Email (With Errors)

(Approx. 150 words)

Subject: request for meeting during office hours

Dear Professor Chen,

I am writing to ask if it is possible to meet with you during your office hours this week. I have been attending class regularly and completing the readings, but I am still having some difficult understanding certain concepts from the recent lectures. I want to make sure I am on the right track before the next assignment is due.

I checked the syllabus and saw your office hours listed on Tuesday afternoon. However, I am not sure if that time still work this week or if I need to schedule appointment in advance. I would appreciate if you could let me know what option is best. thank you for your time.

Sincerely,
Alex

Corrected Version + Analysis

Corrected Email

Subject: Request for Meeting during Office Hours

Dear Professor Chen,

I am writing to ask if it is possible to meet with you during your office hours this week. I have been attending class regularly and completing the readings, but I am still having some **difficulty understanding** certain concepts from the recent lectures. I want to make sure I am on the right track before the next assignment is due.

I checked the syllabus and saw your office hours listed on Tuesday afternoon. However, I am not sure if that time still **works** this week or if I need to schedule **an** appointment in advance. I would appreciate **it** if you could let me know which option is best. **Thank** you for your time.

Sincerely,
Alex

Brief Analysis of Errors

- **Word form:** *having some difficult understanding* → *having some difficulty understanding*
- **Agreement:** *that time still work* → *that time still works*
- **Articles:** *schedule appointment* → *schedule an appointment*
- **Sentence structure:** Missing object in *I would appreciate if*
- **Capitalization (mechanics):** *thank you* → *Thank you*
- **Subject line mechanics:** Capitalization corrected while keeping function words lowercase

Why This Practice Matters

This email sounds polite and appropriate, which makes the errors easy to overlook. These are exactly the kinds of small accuracy problems that appear when students feel confident. Practicing at this level trains you to maintain **precision, tone, and clarity** even under TOEFL time pressure.

Practice Exercise 8

Scenario

You are a **student writing to a university staff member** in the **housing office** about a **room assignment issue**.

Bullet Points (Purpose of the Email)

The email should:

- Explain the housing issue
 - Mention that you already checked the housing portal
 - Ask politely for guidance
-

Your Task

Read the email below carefully.

 **Find and correct the errors in this email.**

You are **not told how many errors** there are and **not told which types** to look for.

All errors fall under the **G.R.A.M.M.A.R.S. framework**.

Do **not** rewrite the entire email.

Example TOEFL Email (With Errors)

(Approx. 150 words)

Subject: issue with my housing assignment

Dear Housing Office,

I am writing regarding my housing assignment for the upcoming semester. According to the housing portal, I was assigned to a double room, however I requested a single room during the application process. I understand that housing availability can be limited, but I wanted to ask if there are any option available to review or change this assignment.

I already check the portal several times and did not see any additional information about my request. Because of this, I am not sure what step I should take next. Please advise me what should I do or who should I contact for further assistance. I would appreciate if you could help me understand my options.

Thank you,

Alex

Corrected Version + Analysis

Corrected Email

Subject: Issue with my Housing Assignment

Dear Housing Office,

I am writing regarding my housing assignment for the upcoming semester. According to the housing portal, I was assigned to a double room; however, I requested a single room during the application process. I understand that housing availability can be limited, but I wanted to ask if there are any **options** available to review or change this assignment.

I already **checked** the portal several times and did not see any additional information about my request. Because of this, I am not sure what **steps** I should take next. Please advise me **on** what I should do or who I should contact for further assistance. I would appreciate **it** if you could help me understand my options.

Thank you,
Alex

Brief Analysis of Errors

- **Punctuation (M):** Comma splice with *however* → corrected with semicolon
 - **Plural form (A):** *any option available* → *any options available*
 - **Verb tense (A):** *I already check* → *I already checked*
 - **Plural agreement (A):** *what step I should take* → *what steps I should take*
 - **Preposition use (R):** *advise me what* → *advise me on what*
 - **Sentence structure (R):** Missing object in *I would appreciate if*
-

Why This Practice Matters

At this level, the email is **polite, clear, and appropriate**, which makes the remaining errors difficult to notice. These are exactly the kinds of issues that remain in TOEFL responses at the **upper-mid score range**. Eliminating them helps push writing toward a **top-score response**.

Practice Exercise 9

Scenario

You are a **student writing to a professor to thank them for feedback** and ask one brief follow-up question.

Bullet Points (Purpose of the Email)

The email should:

- Express appreciation for feedback
 - Refer to a specific assignment
 - Ask one short follow-up question politely
-

Your Task

Read the email below carefully.

 **Find and correct the errors in this email.**

You are **not told how many errors** there are and **not told which types** to look for.

Errors may involve **tone, structure, or small grammar patterns** from **G.R.A.M.M.A.R.S.**

Do **not** rewrite the entire email.

Example TOEFL Email (With Errors)

(Approx. 150 words)

Subject: follow-up on feedback from my essay

Dear Professor Williams,

I wanted to thank you for the detailed feedback you provided on my argumentative essay. I found your comments very helpful, especially the suggestions about strengthening my topic sentences and improving transitions between paragraphs. After reviewing your notes, I revised the essay and feel more confident about my organization.

I did have one small question regarding your comment on the conclusion. You mentioned that it could be more specific, but I was not completely sure what kind of detail you were expecting. Would it be better to restate the main points more clearly, or should I include a brief example.

Thank you again for your time and support,
Alex

Corrected Version + Analysis

Corrected Email

Subject: Follow-up on Feedback from my Essay

Dear Professor Williams,

I wanted to thank you for the detailed feedback you provided on my argumentative essay. I found your comments very helpful, especially the suggestions about strengthening my topic sentences and improving transitions between paragraphs. After reviewing your notes, I revised the essay and feel more confident about my organization.

I did have one small question regarding your comment on the conclusion. You mentioned that it could be more specific, but I was not completely sure what kind of detail you were expecting. Would it be better to restate the main points more clearly, or should I include a brief **example?**

Thank you again for your time and support,
Alex

Brief Analysis of Errors

- **Mechanics (M):** Subject line capitalization corrected while keeping function words lowercase
 - **Punctuation (M):** Missing question mark at the end of a direct question
 - **Sentence completion (R):** Final sentence in the paragraph needed clear punctuation to signal a complete question
-

Why This Practice Matters

This email is **strong overall**. Many students would assume it is perfect and stop editing. However, TOEFL readers still notice small mechanical issues—especially when they affect sentence boundaries or clarity. At higher score levels, these small details can make the difference between a **good response** and a **very strong one**.

Practice Exercise 10

Scenario

You are a **student writing to a university staff member** in the **registrar's office** to confirm information about **graduation requirements**.

Bullet Points (Purpose of the Email)

The email should:

- Ask about graduation requirements
 - Mention that you reviewed information online
 - Request confirmation politely
-

Your Task

Read the email below carefully.

 **Find and correct any errors in this email.**

You are **not told how many errors** there are.

Some students may find only one or two. Others may find none.

All potential issues fall under **G.R.A.M.M.A.R.S.**

Do **not** rewrite the entire email.

Example TOEFL Email (With Errors)

(Approx. 150 words)

Subject: question about graduation requirements

Dear Registrar's Office,

I am writing to confirm my understanding of the graduation requirements for my program. I reviewed the information available on the university website, including the degree audit tool, and I believe that I have completed all required courses. However, I wanted to verify that there are no additional requirements I may have overlooked.

According to my records, I will complete my final course this semester. Because of this, I plan to submit my graduation application before the stated deadline. Please let me know if there is anything else I should submit or any additional steps that I need to be aware of. I would appreciate if you could confirm whether my understanding is correct.

Thank you for your assistance,
Alex

Corrected Version + Analysis

Corrected Email

Subject: Question about Graduation Requirements

Dear Registrar's Office,

I am writing to confirm my understanding of the graduation requirements for my program. I reviewed the information available on the university website, including the degree audit tool, and I believe that I have completed all required courses. However, I wanted to verify that there are no additional requirements I may have overlooked.

According to my records, I will complete my final course this semester. Because of this, I plan to submit my graduation application before the stated deadline. Please let me know if there is anything else I should submit or any additional steps that I need to be aware of. I would appreciate **it** if you could confirm whether my understanding is correct.

Thank you for your assistance,
Alex

Brief Analysis of Errors

- **Sentence structure (R):**
 - *I would appreciate if you could confirm* → missing object
 - Corrected to *I would appreciate it if you could confirm*
 - **Mechanics (M):**
 - Subject line capitalization corrected while keeping function words lowercase
-

Why This Practice Matters

This email is **almost entirely correct**, which is exactly what TOEFL Writing Task 2 responses look like at higher score levels. The remaining issue is not grammar knowledge—it's **attention to structure and completeness**.

At this stage, improvement comes from:

- Habit
- Awareness
- Consistency

That is the real goal of editing practice.

Using ChatGPT to Improve TOEFL Writing Task 2

Editing, Analysis, and Score Estimation

ChatGPT can be a powerful study tool **if you use it correctly**. It should help you **analyze your writing**, not replace your thinking.

In this section, you will learn how to use ChatGPT to:

- Identify and categorize errors
- Understand *why* those errors happen
- Practice correcting them
- Estimate your TOEFL Writing Task 2 score realistically

Important Rule Before You Begin

Do NOT use ChatGPT to write emails for you.

That does not build skill and will not help you on test day.

Use ChatGPT after you write, to:

- Review
- Analyze
- Practice editing
- Understand scoring

ChatGPT is your **editor and coach**, not your writer.

Step 1: Write Your Email First (No Help)

Before using ChatGPT:

1. Read the TOEFL-style prompt
2. Write your email **in 7 minutes**
3. Do not stop to edit
4. Do not check grammar tools

This simulates real test conditions.

Step 2: Ask ChatGPT to Find Errors Using G.R.A.M.M.A.R.S.

After you finish writing, copy your email and use a prompt like this:

Sample Prompt 1: Error Identification

Please review my TOEFL Writing Task 2 email below.

Identify errors using the G.R.A.M.M.A.R.S. categories:

- Greeting & sign-off
- Register
- Articles
- Modals
- Mechanics
- Agreement
- Run-ons
- Spelling

List the errors by category and explain them briefly.

Do not rewrite the entire email.

This forces ChatGPT to:

- Look for **patterns**
 - Explain errors
 - Stay focused on editing, not rewriting
-

Step 3: Correct the Errors Yourself

After ChatGPT lists the errors:

- Do **not** immediately accept corrections
- Try to fix the errors **on your own**

Then compare your corrections to ChatGPT's suggestions.

This step is critical for learning.

Step 4: Ask ChatGPT to Explain Error Patterns

Once you've corrected the email, ask:

Sample Prompt 2: Error Pattern Analysis

Based on my email, what error patterns do you see?
Which G.R.A.M.M.A.R.S. categories should I focus on improving?

This helps you answer questions like:

- Do I repeat article errors?
 - Do I sound too casual?
 - Do my sentences get too long under pressure?
-

Step 5: Use ChatGPT to Estimate Your TOEFL Writing Task 2 Score

ChatGPT can give a **reasonable score estimate** if you guide it correctly.

Use a prompt like this:

Sample Prompt 3: Score Estimation

Please evaluate my TOEFL Writing Task 2 email using TOEFL-style criteria.

Consider:

- Task completion
- Organization and clarity
- Register and tone
- Grammar and language use

Estimate a score from 1–5 and explain your reasoning briefly.

⚠ Important:

- This is an **estimate**, not an official score
- Use it to track **progress**, not perfection

How to Know If ChatGPT's Feedback Is Useful

Good ChatGPT feedback:

- Explains *why* something is wrong
- Mentions tone and register
- Focuses on repeated errors
- Does not rewrite your entire email

Weak feedback:

- Rewrites everything
- Sounds vague
- Focuses only on grammar rules
- Ignores tone and audience

If feedback feels too general, ask more specific follow-up questions.

What NOT to Do With ChatGPT

- ❌ Do not memorize ChatGPT-written emails
- ❌ Do not paste ChatGPT responses into practice
- ❌ Do not rely on ChatGPT during the exam

The TOEFL tests **your writing**, not AI output.

A Smart Practice Routine (Recommended)

Use ChatGPT like this:

1. Write one email (7 minutes)
2. Self-edit using G.R.A.M.M.A.R.S.
3. Use ChatGPT to confirm and explain
4. Track repeated errors
5. Write again the next day

This builds **accuracy, speed, and confidence**.

Final Reminder

ChatGPT can help you **see your mistakes faster**, but **you** must fix them repeatedly for improvement to happen.

If you train with intention, your writing on test day will feel:

- Cleaner
- More controlled
- More professional

That is exactly what TOEFL evaluators want.