

Writing Strategies and Skills for TOEFL Preparation

Topic sentence

Supporting Statement 1

Supporting Statement 2

Conclusion

Topic sentence: Establish a clear, focused claim that directly answers the prompt and previews your main points.

Supporting Statement 1: Provide a concrete reason or example with specific details to validate the topic sentence.

Supporting Statement 2: Add a second distinct point, using transitions and evidence to strengthen the argument.

Conclusion: Restate the thesis in new words, summarize key points, and end with a closing thought or implication.

Example

Topic: Should universities require students to take courses outside their major?

Topic sentence: Universities should require students to take courses outside their major because it broadens their knowledge and improves their career prospects.

Supporting Statement 1: First, studying subjects beyond one's major exposes students to diverse perspectives and fields of knowledge they might otherwise never explore.

Supporting Statement 2: Second, a well-rounded education enhances career prospects, as employers increasingly value employees who can communicate, adapt, and collaborate across diverse areas.

Conclusion: In conclusion, requiring courses outside the major benefits students intellectually and professionally, making it a worthwhile policy for universities to adopt.

Should universities require students to take courses outside their major? In my view, they should, because doing so broadens students' knowledge and improves their career prospects. First, studying subjects beyond one's major exposes students to diverse perspectives and fields of knowledge they might otherwise never explore. Second, a well-rounded education enhances career prospects, as employers increasingly value employees who can communicate, adapt, and collaborate across diverse areas. In conclusion, requiring courses outside the major benefits students intellectually and professionally, making it a worthwhile policy for universities to adopt.

This is how the response should look in the actual exam—one flowing paragraph (or short set of paragraphs) with no headings or labels. The labels (topic sentence, supporting statements, conclusion) are only for planning and practice, not for the final written answer.

Note on Supporting Statements and Word Count

1-2 supporting statements for the current 100-130-word discussion post.

Current task ("Write for an Academic Discussion"): Minimum 100 words; practical target 120-130 words. Because the response is short, you have room for only 1-2 supporting statements. Often, one well-developed reason with a relevant example is enough to score well.

Stages for Preparation

Diagnostic

Building

Developing

Mastering

Excelling

The [RuiEnglish Method](#) follows a structured path of six stages: Diagnostic, Building, Building to Developing, Developing to Mastering, Mastering, and Excelling. It begins with the Diagnostic, which identifies the learner's starting point, and ends with Excelling,

where the learner performs at an advanced, independent level. The core phases—Building, Developing, and Mastering—are connected by named transitions: Building to Developing and Developing to Mastering. Each stage must be respected in order, because skipping or rushing one weakens the foundation for the next. These transitions are not just milestones; they are signals that the learner is ready for new challenges and that the teacher can adjust instruction accordingly. By making each stage and transition visible, the [RuiEnglish Method](#) keeps both learners and teachers aligned on where the learner stands and what comes next.

Diagnostic — identifies the learner's starting point.

Building — establishes the foundation.

Building to Developing — the transition phase where foundational skills expand.

Developing to Mastering — the transition phase where skills deepen toward proficiency.

Mastering — refines and polishes skills to a high level.

Excelling — the final stage, where the learner performs at an advanced, independent level.